DOCUMENT RESUME

ED 342 901 CE 060 428

AUTHOR Molek, Carol
TITLE Together We Learn: Family Literacy.
INSTITUTION TIU Adult Education and Job Training Center, Lewistown, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE 91
NOTE 114p.
PUB TYPE Reports - Descriptive (141) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Literacy; *Adult Programs; *Basic Skills; Child Development; Curriculum Development; Individual Differences; Individualized Instruction; Instructional Materials; *Intergenerational Programs; Language Skills; Lesson Plans; *Literacy Education; Mathematics Skills; *Parent Child Relationship; Preschool Education; Reading Skills; Writing Skills
IDENTIFIERS 353 Project; *Family Literacy

ABSTRACT

A project provided family literacy services in Lewistown, Pennsylvania. The "Together We Learn" project had four objectives: (1) promoting family literacy by using the Project PACT (Parents and Children Together) model in two 10-week sessions; (2) improving parents' basic skills so they can work better with their children; (3) assisting parents in learning appropriate expectations for children and understanding individual differences; and (4) encouraging enrolled parents to seek out other adult education training opportunities to plan the next step of their development. Success of the project was measured in the following ways: modification of the PACT curriculum; results of pre-post questionnaires; service provided to 32 adult basic education parents; favorable feedback from participating groups; and the continuation of 18 parents into other adult training. (The bulk of the document, an appendix, contains the following: sample schedule; pre-post test; public relations material; sample PACT reading lessons; and the summer curriculum. The summer curriculum includes eight weekly lessons: feelings, friends, and special holidays; the first day of summer; flowers; rainbows; growing things; summer insects; animals; and picnic and scavenger hunt.) (NLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED342901

Together We Learn: Family Literacy

By

Carol Molek, Project Director

TIU Adult Education and Job Training Center

1020 Belle Vernon Avenue

Lewistown, PA 17044

(717) 248-4942

91 - 92 - 98 - 1006 $4997

"The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S.Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred."

CE 060 427

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Christopher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Table of Contents

Abstract.....Page 2

Introduction.....Page 3

Project Design.....Page 7

- Statement of Problem.....Page 7
- Objectives.....Page 7
- Procedures.....Page 8
- Evaluation.....Page 12
- Dissemination.....Page 13
- Conclusion/Recommendations.....Page 13

Appendix:

- Sample Schedule
- Pre-Post Test
- Public Relations
- Sample PACT Lessons
- Summer Curriculum

Abstract

Title: Together We Learn

Address: TIU Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044

Director: Carol Molek

Phone Number: (717) 248-4942
Funding: $4997
Number of Months: 12

Duration of Project:

From: 7/1/90 To: 6/30/91

Objectives:

-To promote family literacy by serving approximately 16 parents over two ten week sessions by utilizing the Project PACT model of learning.

-To improve parents' basic skills and in so doing help them improve their ability to work better with their children.

-To assist parents in learning appropriate expectations for children and understanding individual differences.

-To encourage enrolled parents to seek out other adults education training opportunities in order to plan the next step of their own development.

Description:

"Together We Learn" was an adaptation of Project PACT a 310 project (#85-98-6001) developed by the Development Center for Adults in Centre County. We utilized this curriculum with ABE level parents in the community. We worked cooperatively with Head Start and other area agencies.

The purpose of the program was for parents to improve their own basic skills and learn to better work with their children to assure their school readiness. The lessons helped parents to know how their children learn.

A goal of the program was to let parents know that they are able teachers and that learning can be fun.

Target Audience:

Sixteen ABE parents who desire to improve their basic skills while learning to better improve their ability to work with their children.

Product:

This final report documenting the progress of the program.

Method of Evaluation:

A positive evaluation is based on
-modification of the PACT curriculum
-results of pre -post questionnaires
-served 32 ABE parents (16 planned)
-favorable feedback from groups participating
-18 parents became involved in other adult training (8 planned)

Introduction

"Together We Learn" was an adaptation of Project PACT, a 310 project (#85-98-6001) developed by the Development Center for Adults in Centre County. We utilized this curriculum with ABE level parents in the community. We worked cooperatively with both Mifflin and Juniata County Head Start and other area agencies. The need for "Together We Learn" was well established in our community as well as nationally. Because of a variety of economic and societal conditions children in our area are often not receiving the type of educational support they need to be school ready. The proposed project addressed this need and provided a comprehensive program for parents to improve their basic skills and learn to better work with their children. Ultimately the goal of the program was to improve parents' basic skills and in turn break the illiteracy chain so firmly entrenched in many families.

Many adults come to our Adult Center as a result of some difficulty with their children. Often the parents find that helping children with homework is very difficult; reading to children or answering basic questions for the child is beyond their scope. The parents realize that they need to develop basic skills in order to help their children. The non-literate parent realizes more than anyone else how important it is to help the child so that these children do not

have to endure the hardships of illiteracy that are handicapping the parent. Parenting skills are often the most important life coping skills for these students. "Together We Learn" used the natural motivation of parents concerned about their children to teach parenting skills, life coping skills, basic language arts, and math skills.

Family literacy has always been an important part of our Adult Education Center philosophy. We view our clients' educational needs holistically and incorporate their concerns about their children into their individual education plans. We encouraged participants in other Adult Education Center programs to become involved in this project.

The time frame for the project activities was:

July and August '90 - Recruitment and program modifications

September, October, November '90 - First Session

January, February, March '91 - Second Session

April, May, June '91 - Final Report

(sample schedule in appendix)

In addition in April and May we sponsored a series of parenting workshops for our students.

Project Director was Carol Molek. Ms. Molek has over 7 years experience co-ordinating adult programs for the I.U.and developing and implementing special projects. She has been responsible for

designing and delivering family literacy activities at our Center for 4 years. Instructor for the project was Esther Bratton. Ms. Bratton is an ABE instructor whose background lent itself to this project. Ms. Bratton was a Head Start instructor and worked in that capacity with the children's parents. In addition, this project had the invaluable support and input of Head Start personnel, Mifflin County Child Development staff, and other community agencies' personnel.

The audience who would find this report useful are ABE instructors and program administrators who are looking for family literacy activities for their adult students. The model presented here is easily adapted and implemented.

Permanent copies of this report will be filed with

Director of Adult Basic & Literacy Education Program
Bureau of Vocational and Adult Education
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Bureau of Vocational and Adult Education
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

The proposed project was administered by the Tuscarora Intermediate Unit No. 11.

The T.I.U. is a local education agency which provides educational and management services to 11 school districts and 2 area vocational technical schools in Fulton, Huntingdon, Juniata and Mifflin Counties.

The Intermediate Unit sponsors all T.I.U. Adult Education and Job Training Center programs at our Lewistown center. Center programs include: 321 ABE and GED programs; Act 143 PAL; the GED Alumni Association; JTPA ABE, employment and job training programs; single parent/homemaker services. In addition, the I.U. has sponsored 18 310/353 special projects.

"Together We Learn" was based at the Adult Center at the Juniata Mifflin Area Vocational Technical School. Actual training was held at the Head Start facilities in Mifflin and Juniata Counties. These sites provided accessibility to participants as well as assistance in providing child care and transportation support.

Project Design

Statement of Problem

Providing family literacy services to our clients has become a necessity as our Center has developed in response to community needs. Over and over again we work with parents who are struggling with their own academic shortcomings and who are truly concerned about their children's future. Family literacy provides an excellent opportunity for ABE personnel to capitalize on this concern and direct parents in activities that will not only improve their children's potential but also improve their own basic skills. The intergenerational transference of literacy problems is well documented. Family literacy activities such as this project allow for a successful disruption of this transference.

Objectives of the project were:

-to promote family literacy by serving approximately 16 parents over two ten week sessions by utilizing the Project PACT model of learning.

-to improve parents' basic skills and in so doing help them improve their ability to work with their children.

-to assist parents in learning appropriate expectations for children and understanding individual differences.

-to encourage enrolled parents to seek out other adult

education training opportunities in order to plan the next step of their own development.

Procedures:

"Together We Learn" consisted of two ten week sessions, fall and spring. Each session met for three hours one morning each week.

Recruitment for "Together We Learn" was conducted by a variety of methods in order to reach a diverse audience. The project was publicized through the newspapers, radio stations, and cable TV. Posters were distributed to area stores and agencies including: Head Start, Mifflin County Child Development, the County Assistance Offices, Job Center, the Mifflin County School District Chapter 1 program, the Mifflin and Juniata County Library, the YMCA, and our Adult Education and Job Training Center. We contacted our CBO network and our Adult Center Advisory Committee for referrals.

Centre County's Project PACT in '85 - '86 developed curriculum for 0-4 ABE parents. We also found it appropriate and adaptable for higher functioning parents. The curriculum was developed for use by teachers, tutors or other professionals to develop life coping skills and parenting skills in order to help their children learn.

Centre County met their objectives during their project year: students' ideas were used in the planning and construction of materials, students were identified for the piloting phase and materials were distributed to teachers and others who interact with ABE level parents. Overall comments from those responding were favorable. It appears from teacher and student comments that the materials accomplished what was intended. The materials were disseminated in the state. The workbook, which "Together We Learn" utilized, that was produced for this project was divided into two parts:

Part 1 contains twenty lessons; six Math lessons (Counting, Adding, Learning Calendar Time, Telling Time, Geometry (Shapes, and Measuring), one Science lesson (Observing), two Social Studies lessons (Our Family, Our Community), five Reading lessons (Reading a Recipe, Reading a Menu, Reading Food Packages, Reading Childrens' Books, and Reading a Telephone Book), three Language lessons (Using the Telephone, Learning Language, and Telling Stories), two Writing lessons (Note Writing and Letter Writing), and one Health lesson (Healthy Eating).

Each lesson has two parts. The first part (Parent Activity) is information and activities for the parent. It is meant to be used by a parent and teacher or tutor together. The second part of each lesson suggests a number of activities that the parent and a child can do at home together. The parent must pick activities appropriate for this

child and adjust them if necessary. The parent is encouraged to have a good time and make learning fun for the child. Parenting Tips occur at the end of many lessons. These are designed to promote positive parent-child interaction. It is hoped that these ideas will be transferred to other lessons and everyday activities.

Part II of the book lists ten different "Everyday Activities" (Sorting Laundry, Folding Laundry, Making a Bed, Picking Up Toys, Setting the Table, Planning a Meal, Making a Shopping List, Planning a Trip, Bath Time, and Getting Dressed). Each activity is followed by suggestions on how the parent can make the activity a fun learning time for parent and child. The teacher can feel free to adjust the lessons to fit the needs of parent and child. A copy of the project's Table of Contents is attached. The entire project is available for examination through AdvancE.

Phase l of our project was to examine Project PACT curriculum and modify it to meet our program's needs. The lessons in life coping skills and parenting skills were utilized. Basic math, language arts, science, social studies and health lessons were also included. Lessons were designed to be used first by the ABE teacher and student (parent) and then used at home by parent and child. The activities promote positive parent child interaction while helping both parent and child with basic life skills. Included were all the 20 lessons as listed above. Suggestions for learning from other everyday

activities were also included. Additional supplemental activities were developed by the instructor.

A major adaptation to the PACT model was our inclusion of guest speakers. Speakers included the Mifflin County Children's Librarian, a counselor on self esteem issues, an extension agent on nutrition and learning from the kitchen, a fire safety expert, and a physical fitness instructor and a children's reading specialist. This type of outside stimulation for the group added to the effectiveness of the program. As a further service to our students we provided a series of 4 workshops on developmental and disciplinary issues for parents of preschoolers and school age children. The TIU provided us with 2 school psychologists who were the presenters. The parents found these workshops to be extremely helpful.

In addition to the basic curriculum our instructors developed a play group concept and curriculum for parents to use over the summer months. Since the Head Start programs do not operate during the summer, this is a crucial time for parents to continue to provide their children with learning opportunities and stimulating. The summer curriculum is easy to use individually and share with other parents in a play group setting. There are eight weeks of plans as follows:

Week One: Feelings, Friends, and Special Holidays

Week Two: The First Day of Summer June 21

Week Three: Flowers

Week Four: Rainbow

Week Five: Growing Things

Week Six: Summer Insects

Week Seven: Animals

Last Week: Picnic and Scavenger Hunt

Many of the activities were compiled from Teaching Kids to Care by Charlene Andolina Trovato, The Instructor Publications, Inc.

The lessons in this program were the beginning. They helped get parents started to know how to help their children learn. We consider making learning fun the best gift any parent can give a child and promoted this idea throughout our activities.

Evaluation

Our project met its goals and we consider our evaluation successful based on:

-modification and adaptation, and expansion of PACT curriculum

-serving 32 parents during the program year (16 planned)

Improvement was measured informally and through pre and post tests. The pre and post test was developed and administered to parents to evaluate the information they received and processed during the program (See Appendix). Modifications were made to the program structure throughout the project year in response to the results of questionnaires.

-of our 32 participants 18 enrolled or plan to be enrolled in other adult education training as a result of participation in the project (8 planned).

-production of this final report disseminated by PDE, AdvancE, and T.I.U.

Dissemination

Dissemination of this report will be made through PDE AdvancE and the TIU. Specific inquiries should be directed to Project Director, Carol Molek.

TIU Adult Education and Job Training Center

1020 Belle Vernon Avenue

Lewistown, PA 17044

(717) 248-4942

Conclusions/Recommendations

Everyone involved in "Together We Learn" saw the changes in attitude and skill levels that our students achieved. The program empowered parents with a confidence to act as teachers for their children and to improve their own skills. Our recommendation is that other adult learning programs work with activities such as the PACT curriculum in order to provide this opportunity for adult students. This experience enhances the adults own skills as well as the overall productivity of adult basic education programs.

PACT PROGRAM - FALL 1990

DATE	TOPIC	SPEAKER
1) OCTOBER 3	APPROPRIATE EXPECTATIONS MATH	INSTRUCTOR
2) OCTOBER 10	SHAPES AND COLORS	INSTRUCTOR
3) OCTOBER 17	TIME	BARB GOSS
4) OCTOBER 24	COMMUNITY HELPERS SAFETY	BRUCE TREGO
5) OCTOBER 31	COOKING WITH CHILDREN	TO BE ANNOUNCED
6) NOVEMBER 7	SENSES	INSTRUCTOR
7) NOVEMBER 14	SELF-ESTEEM	SUZANNE FISHER
8) DECEMBER 5	READING WITH CHILDREN	CAROL AUKER
9) DECEMBER 12	EXERCISE AND NUTRITION	TO BE ANNOUNCED
10) DECEMBER 19	MEASURING CHRISTMAS PARTY	INSTRUCTOR

Instructor - Esther Bratton - Adult Ed. & Job Training Center

BEST COPY AVAILABLE

PACT QUESTIONNAIRE

1. Is play just fun and games? True or (False)

2. While performing a task with your child, you become very frustrated because the child is not succeeding for whatever reason. What should you do?

   a. You complete the task while the child watches.

   b. You make the child sit there until task is completed.

   c. You say "you can't do this" and put the task away.

   (d.) You put the task away and try again some other time.

3. Your child has displayed an appropriate behavior or learning process. Which response should be avoided?

   a. "You're doing a great job!"

   b. Give child a hug and verbalize his/her success.

   (c.) "It's about time you learned to do this!"

   d. Treat child to cookies and milk for a job well done.

4. What type of setting do you feel your child learns best in?

   friendley.

5. What steps can you, as a parent, take to see that your child is learning new things?

   attend programs like Pact.

6. What do you think your child needs to know to be ready for kindergarten?

   her name, address, phone number, parents' name, shapes, colors, numbers, alphebet.

7. Development takes place in many ways other than mind development. What other ways is it important for children to develop?

   socialley, emotinelly, physically.

8. What age is your child? or children?

   3

9. What do you think you can expect of your child at his/her age?

   be friendly & being careful.

Name [redacted]ch

Date 10-3-90

BEST COPY AVAILABLE

PACT QUESTIONNAIRE

1. Is play just fun and games? (True) or False

2. While performing a task with your child, you become very frustrated because the child is not succeeding for whatever reason. What should you do?

   a. You complete the task while the child watches.
   b. You make the child sit there until task is completed.
   c. You say "you can't do this" and put the task away.
   (d) You put the task away and try again some other time.

3. Your child has displayed an appropriate behavior or learning process. Which response should be avoided?

   a. "You're doing a great job!"
   (b) Give child a hug and verbalize his/her success.
   c. "It's about time you learned to do this!"
   d. Treat child to cookies and milk for a job well done.

4. What type of setting do you feel your child learns best in?

   haven't found out yet.

5. What steps can you, as a parent, take to see that your child is learning new things?

   help her out my best.

6. What do you think your child needs to know to be ready for kindergarten?

   a lot of things

7. Development takes place in many ways other than mind development. What other ways is it important for children to develop?

   to get to know things and learn. [redacted]

8. What age is your child? or children?

   4 + 8 + 21 + 25 years old

9. What do you think you can expect of your child at his/her age?

   to know her name and age

Name [redacted]

Date 10/10/90

BEST COPY AVAILABLE

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

PACT POST QUESTIONNAIRE

Learning should take place in a fun and natural setting. (True) or False

Correcting a childs speech should be done with care. (True) or False

Always tell children the answers to questions they ask even if you think they can find the anser themselves. True or (False)

Don't let your child struggle with a task he or she cannot do. (True) or False

It's a good idea to try and teach your child something when you are in a hurry. True or (False)

Always allow more time when your child is helping do something. (True) or False

Always thank your child for helping and tell him/her how proud you are of him/her. (True) or False

Children usually need to hear and see things once before they remember them. True or (False)

When you read to your children you should:

(a.) have a good time.
(b.) see and touch the pictures.
(c.) use lots of excitement and expression in your voice.
(d.) speak clearly.
(e.) all of the above.

Which response should not be said when working with your child?

a. "I don't know, but let's find out together."
(b.) "You'll never learn this."
c. "You're really working hard."
d. "I'm really proud of you."
e. "Isn't this fun."

Juniata-Mifflin Vo-Tech School
(717) 248-4942

Pitt Street
(717) 242-1423

Lewistown, PA 17044
(717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

Your child has displayed an appropriate behavior or learning process. Choose the three best responses.

(a.) "You're doing a great job!"
(b.) Give the child a hug and verbalize his/her success.
c. "It's about time you learned to do this!"
(d.) Treat child to cookies and mike for a job well done.
e. "I didn't think you'd ever learn that."

Do you feel that this program has helped you to help your child? (Yes) or No

If yes, in what way?

my daughter learned many different things such as #'s, colors, etc.

If no, why not?

Any suggestions on how we can improve the program?

NAME [redacted]

DATE 12-19-90

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

PACT POST QUESTIONNAIRE

Learning should take place in a fun and natural setting. (True) or False

Correcting a childs speech should be done with care. (True) or False

Always tell children the answers to questions they ask even if you think they can find the anser themselves. (True) or False

Don't let your child struggle with a task he or she cannot do. (True) or False

It's a good idea to try and teach your child something when you are in a hurry. True or (False)

Always allow more time when your child is helping do something. (True) or False

Always thank your child for helping and tell him/her how proud you are of him/her. (True) or False

Children usually need to hear and see things once before they remember them. (True) or False

When you read to your children you should:

a. have a good time.
b. see and touch the pictures.
c. use lots of excitement and expression in your voice.
d. speak clearly.
(e.) all of the above.

Which response should not be said when working with your child?

a. "I don't know, but let's find out together."
(b.) "You'll never learn this."
c. "You're really working hard."
d. "I'm really proud of you."
e. "Isn't this fun."

Juniata-Mifflin Vo-Tech School
(717) 248-4942

Pitt Street
(717) 242-1423

Lewistown, PA 17044
(717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

Your child has displayed an appropriate behavior or learning process. Choose the three best responses.

(a.) "You're doing a great job!"
(b.) Give the child a hug and verbalize his/her success.
c. "It's about time you learned to do this!"
(d.) Treat child to cookies and mike for a job well done.
e. "I didn't think you'd ever learn that."

Do you feel that this program has helped you to help your child? (Yes) or No

If yes, in what way?

it Teach me how to work with my children.

If no, why not?

Any suggestions on how we can improve the program?

NAME [redacted]

DATE 12/19/90

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

WMRF-WIEZ, WCHX, WKVA

Please announce week of 8/27

The Adult Center is sponsoring a workshop called PACT - Parents & Children Together. In PACT parents learn ways to help their children learn in a fun and natural way. Each session includes a Parent activity, Parent/Child activity, and activities to take home.

Limited enrollment - Call 248-4942 for more information.

Juniata-Mifflin Vo-Tech School
(717) 248-4942

1020 BelleVernon Avenue
(717) 242-1423

Lewistown, PA 17044
(717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

SBC Cable Company

Please run week of 8/27

PACT
Parents & Children Together

Workshops: Fun Activities
For parents of preschoolers

Limited Enrollment
Call Adult Center
248-4942

Juniata-Mifflin Vo-Tech School
(717) 248-4942

1020 BelleVernon Avenue
(717) 242-1423

Lewistown, PA 17044
(717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

Lewistown Sentinel - please run 9/5, 9/6, and 9/7

County Observer - please run 8/28, 9/4, and 9/11

PACT - parents & children together. Fun and natural learning activities for parents with preschoolers. Limited enrollment. Call Adult Center 248-4942 for more information.

Juniata-Mifflin Vo-Tech School
(717) 248-4942
1020 BelleVernon Avenue
(717) 242-1423
Lewistown, PA 17044
(717) 248-8610 FAX
TIU 11 is an equal rights and opportunities educational service agency.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

SBC Cable, Telemedia Companie

Please run week of 1/14/91

PACT
Parents and Children Together
Workshop at Head Start in Juniata County
on Friday mornings
Beginning 1/25/91
Limited Enrollment
Call Adult Center -248-4942
or
SETCO - 436-8991

Juniata-Mifflin Vo-Tech School
(717) 248-4942
1020 BelleVernon Avenue
(717) 242-1423
Lewistown, PA 17044
(717) 248-8610 FAX
TIU 11 is an equal rights and opportunities educational service agency.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

WMRF-WIEZ, WKVA, WCHX, WJUN, WQJU FM RADIO

Please announce week of 1/14/91

The Adult Center and Juniata County Head Start are sponsoring a workshop called PACT - Parents & Children Together. The program will meet for 10 Friday mornings beginning January 25 at Juniata County Head Start. In PACT parents learn ways to help their children learn in a fun and natural way. Each session includes a parent activity, parent/child activity, and activities to take home. Limited enrollment - call 248-4942 or 436-8991, SETCO Office.

Juniata-Mifflin Vo-Tech School (717) 248-4942
1020 BelleVernon Avenue (717) 242-1423
Lewistown, PA 17044 (717) 248-8610 FAX
TIU 11 is an equal rights and opportunities educational service agency.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

The Sentinel, Juniata Sentinel, Port Royal Times

Please run week of the 14th.

PACT - Parents and Children Together. Ten workshops, Friday mornings. Beginning January 25, 1991, at Head Start in Juniata County. Fun and natural learning activities for parents with preschoolers. Limited enrollment. Call Adult Center 248-4942 or 436-8991, SETCO Office.

Juniata-Mifflin Vo-Tech School
(717) 248-4942

1020 BelleVernon Avenue
(717) 242-1423

Lewistown, PA 17044
(717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

October 22, 1990

Nils Frederiksen
WMRF-WIEZ
12 1/2 East Market Street
Lewistown, PA 17044

COPY

Dear Nils,

Our family literacy project, "Together We Learn," Parents and Children Together (PACT) was recently featured in the first issue of a new state publication Family Literacy Newsletter funded by the Pennsylvania Department of Education. We feel honored that of all the family literacy programs in PA (over 20) ours was selected as the exemplary program for this issue. This is the program that was also featured in the WPSX family literacy video.

Thanks for supporting our community literacy efforts.

Sincerely,

Carol Molek
Coordinator

CM:gs

Juniata-Mifflin Vo-Tech School
(717) 248-4942

1020 BelleVernon Avenue
(717) 242-1423

Lewistown, PA 17044
(717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

The Family Literacy Newsletter

For Adult Educators in Pennsylvania Interested In Helping Low Literate Parents

Volume 1, Number 1 October, 1990

In This Issue . . . Our First!

Breaking the Cycle of Intergenerational Illiteracy

~~Who, Why and How~~

At Lewistown, PA – An Exemplary Family Literacy Program

"Getting Ready for School" – Published by Scott-Foresman

See pg 4

About the Family Literacy Newsletter

We are aiming our newest newsletter toward two adult education audiences in Pennsylvania: the teachers, tutors, counselors and administrators who are **not** presently involved in Family Literacy programs and would like to learn more about this powerful tool in encouraging literacy improvement; and those adult educators who **are** presently involved with family literacy programs to some degree or another and who want more information about materials, new developments, exemplary Family Literacy programs, etc.

We hope to encourage those of you who have not yet begun Family Literacy programs to do so. It does not require large expenditures for materials; it does require a motivated interest and lots of contact time between you and low-literate parents.

The payoff is high! As low-literate parents begin to see how Family Literacy instruction can help them help their children there is a strong bonding between the program and the parent-students; a bonding equaled only by that which results between the parent and the child as they begin to work together to learn to read.

Initially, we are sending five copies of the *Family Literacy Newsletter* to every Section 321 or Act 143 funded program in Pennsylvania. We are asking program administrators to request additional copies as interest demands.

The format of our newsletter will be standard for each of the four issues (October, December, February, April): page 1 will deal with new developments in Family Literacy; funding information; professional development materials.

Pages 2 and 3 will contain examples of materials presently available for use in Family Literacy programs; some of these materials are copyrighted, some are not. In all cases we will list the publishing source and, in the case of commercial products, the Pennsylvania sales representative.

Page 4 will feature an exemplary Family Literacy program in Pennsylvania. We view a newsletter format as a "tickler"; a brief (sometimes too brief) look at a variety of information designed to intrigue readers to follow through in more depth. If you feel frustrated that we do not go far enough in our coverage of Family Literacy matters, we are doing our job.

Family Literacy

The U.S. Department of Education "Fact Sheet" on Family Literacy states that Family Literacy Programs attempt to break the cycle of intergenerational illiteracy by working with both parent and child. In Pennsylvania, federal and state funding guidelines limit most adult education programs from working directly with any age group except adults. However, many programs have developed routines permitting them to work together with parents and children while meeting the funding constraints.

Family Literacy programs require cooperation between adult educators and early childhood educators. Many Family Literacy programs in Pennsylvania occur in early childhood education sites such as Head Start and social service sites which parents and children visit together such as WIC centers, women's shelters and adult basic and literacy education programs having low-literate parents and child-care facilities.

WHO: Participants in Family Literacy programs are parents who lack the basic literacy skills and, often the positive self concepts needed to encourage their children to do well in school or help their pre-school children develop the necessary skills to help them do better later in life.

WHY: Adults who have not mastered the basic skills cannot model appropriate literacy behavior and often pass on to their children the negative attitudes, low self-esteem and indifference toward learning that keep them from breaking the cycle of illiteracy. Many low literate parents realize their disadvantage and the disadvantage they are working upon their children by not being able to help them read, write and do basic math. These parents are doubly frustrated with their own lack of self-esteem and basic skill development and by their inability to assist their children.

HOW: Family Literacy programs improve the literacy skills of both parents and children. In many Family Literacy programs parents are taught basic literacy skills, and at the same time, are provided direction instruction in how to share those skills with their children. Components of Family Literacy programs usually include school based skills, planned conversation periods, handling everyday tasks and duties, and parent-child interaction, including playing with children and language enrichment.

AN EXEMPLARY PROGRAM IN FAMILY LITERACY

Together We Learn -

We chose the Family Literacy Project "Together We Learn" as our first example of an exemplary Family Literacy Project for a number of reasons: the project is a successful **adaptation** of a Section 310 (now 353) demonstration project completed in 1985-86 in the IU #10 Centre County Adult Development Center (Project PACT: Parents and Children Together); it demonstrates how successful projects of this type can be when utilizing **linkages** with community services and agencies; and it is staffed by a group of dedicated professional adult educators who have learned to adjust their curriculum, methods and ideals to the present situation.

Family Literacy Instructor Esther Bratton and parents in the Lewistown Program.

As with so many successful adult education programs, "Together We Learn" was born out of a need; in this case a need felt by the Tuscarora Intermediate Unit Adult Education and Job Training Center to help meet the needs of adults who would come to the Center in Lewistown as a result of some difficulty with their children.

Often these parents would find that helping their children with homework was difficult because of the parents' low-literate status and a lack of parenting skills. Motivation, in most cases, was not a problem because of the awareness of the parents who lacked basic skills themselves that it was crucial for their children not to join the cycle of illiteracy.

Project Director Carol Molek and Family Literacy Instructor Esther Bratton modified the project PACT curriculum to meet the needs of the low-literate parents who would be participating in their project "Together We Learn". Lessons in life coping skills and parenting skills are utilized as are basic math, language arts, science, social studies and health lessons in a series of two ten-week sessions, fall and spring, with each session meeting for three hours each Wednesday morning. The instruction is based upon teaching the parents first and helping parents learn how to use the instruction to teach their children at home. While parents meet in their instructional sessions, their children are occupied with activities carried on by staff, volunteer parents and GED Alumni group members. Guest speakers including the local librarian, an extension agent dealing with kitchen techniques, a fire safety expert and a physical fitness expert supplement the basic skills instruction.

When we visited the project which is held in the Lewistown Head Start Center, we observed lots of activity and lots of learning on the parts of parents and children. An important emphasis of parental instruction, according to instructor Esther Bratton, is increasing the awareness of parents as to what developmental level they should expect from their children. For example, we observed a math class for parents which dealt with the development of motor coordination and rote counting. Ms. Bratton introduced the concept of mathematic "sets" to parents as a learning goal for their children by suggesting activities such as "How many blocks are in the pile?", "Which pile has less?" "Young children learn the concept of **more** sooner than the concept of **less**".

The parents were interested and perceptive when given the information necessary to reason out their child's learning habits. One parent, for example, asked "What do you do when kids count only backward (5, 4, 3, 2, 1); is that easier for them than counting forward?"

Ms. Bratton also emphasized the positive response of parents involved in the "Together We Learn" project to take-home materials. Lots of handouts, "make-and-take" and instructional materials for parents to review at home (and perhaps with the other parent in the home if there is one) are very popular and, as in other cases of meeting parental needs, the Project capitalizes on this interest.

There is a payoff to the Adult Education and Job Training Center as well as to the parents involved with the project. According to Project Director, Carol Molek, "We can teach these highly motivated parents many lessons such as study skills and basic skills which they can use with their children. It's been a great recruiter for us."

*Unfortunately, we do not have the space to bring our **Family Literacy Newsletter** readers more detailed information about this excellent project. We suggest you contact our state Adult Education Resource Center, AdvancE at 1-800-992-2283, and request a loan copy of the PACT project final report as well as other Family Literacy/Intergenerational Literacy project reports completed over the past few years such as the videotape "Family Literacy: The Learning Triangle".*

Family to be featured for literacy on WPSX

By BRENDA L. RITTER
Sentinel reporter

LEWISTOWN — Frank M[illegible] Sr. and his family aren't soon going to forget what happened on May 7, 1987, because it changed their lives.

That was the day he was injured while working for the Borough of Lewistown as a loader on a garbage truck. He hurt his back when he was lifting a garbage can that he thought was full of paper — but was actually full of car parts.

"The can went down, and I went with it," he said. However, his back felt better soon after it happened, so he kept on working. "But the longer I worked, the worse it felt."

It turned out that his problem had been a progressive one working in his lower back. But it took this key movement to trigger it.

See guest column, Page 4

At the time, Medley was the chief wage earner for he and his wife and three children. It didn't take long for his wife, Deb, to want to get a job to help make ends meet. She had worked before, but she knew she needed to update her skills to be competitive in the job market.

Frank also needed to sharpen his skills so that he could eventually get another job. He quit school in the eighth grade, "because at that time, they really didn't try to stop you from quitting. Back then, there

See Family on back page

Sentinel photo by BRENT

The Medley family (from left): Frank Sr., Frank Jr., Keith, Emma and Deb

Family to be featured for literacy on WPSX

Continued from Page 1

were all kinds of jobs you could pick up without a high school or college education," he explained. "Now there isn't."

He decided to start his tutoring sessions in the literacy program at the Mifflin County Library again since he wasn't working. The first time he was tutored through the program, his tutor was Deb, and that didn't work out too well, they said. This time around, his tutor was Dana Yoder.

Frank could read some, he said, but not well. He was functionally illiterate.

While he was a student in the literacy program, a friend of the family, Arla Peters, encouraged Frank to begin taking courses in the Single Point of Contact series, then a pilot program, through the TIU Adult Education and Training Center. Peters had taught Medley's daughter, Emma, in a Head Start class.

"She's (Peters) the one that opened the door and nudged me through," Frank said. This was at the end of 1987 or the beginning of 1988.

Frank's counselor in the SPOC program is Penny Willard, and she was responsible for encouraging Deb to begin taking SPOC courses, too.

"It was a — actually, I think it was a step of necessity," Deb said of her taking courses. "Because I didn't have the skills necessary to get a job with the benefits we needed. I needed new skills just more or less to survive in this world."

To date, Frank has taken SPOC courses in parenting, health, food and nutrition, computer literacy, math and one to help him get his driver's license. He also took a course in welding at the Juniata-Mifflin Counties Area Vocational-Technical School.

Deb has taken a lot of courses in the SPOC program, too, including Parent and Children Together, parenting, computer literacy, nutrition and life skills. She has also taken the pre-vocational clerical course which is "more or less to get you ready for a secretarial job," she explained. "I was always into secretarial work. In high school, when we graduated, we had to have a major, and mine was business."

She has also taken and passed the course to get her driver's license.

Earlier this year, public television station WPSX decided to put together a documentary on family literacy. The Medley family was chosen as one of the five segments. The other families are from other parts of Pennsylvania.

The Adult Education Center was contacted by the television station about the documentary, and they contacted the Medley family about the idea.

"Well, I said, 'Yes,'" Deb said, "then I thought, 'What did I get myself into?'"

What she had gotten herself into was two days of total disruption to her family's life and home. A film crew came to their home in McCoy Manor, Lewistown, and set up all of the equipment necessary to capture some of the essense of their life at home. The next day, the crew followed Emma and Deb as they shopped at the Giant grocery store in Lewistown, got some footage of Deb working at the Adult Education Center at a computer, and of Emma and Deb at a PACT group meeting.

Frank thought he and their two sons, Frank Jr. and Keith, could get out of the filming, but they had no such luck. Unfortunately, the parts with they boys and Frank Sr. were edited out of the final clip.

"I got home," Frank Jr. said, "I didn't expect anybody to be here. I walked in the door," and almost fell back out because there was so much equipment.

"They (the children) all had fun while they were here," Frank Sr. said. "They really enjoyed it." The children helped the crew test the equipment.

All of the commotion was soon over, and then came the long wait until the documentary would be shown. The 30-minute program is scheduled to air at 10:30 p.m. Friday, Nov. 9, on Channel 3, WPSX-TV.

Frank Sr. will have his day in the spotlight, so to speak, too. He wrote a two-page essay about his experiences in the Literacy Program and his accident for a magazine about literacy.

"When she (Yoder) first asked me about it, I wasn't too crazy on it," Frank Sr. said. "But after I thought about it, I said, 'Why not.'"

So he did. He gave a copy of the finished essay to the vice-principal at Lewistown Middle School, where Frank Jr. is a student, "to see if that might help keep some kids in school, where they should be," Frank Sr. said.

That essay appears as a guest column on today's Opinion page.

In the meantime, Frank Sr. and Deb continue taking courses at the Adult Education Center, and Frank Sr. still meets with Yoder once a week for literacy tutoring. Deb volunteers in the Adult Education Center office every day and is a tutor in the GED program there. Frank Sr. is a substitute driver for Meals on Wheels, an outreach of the Mifflin-Juniata Area Agency on Aging.

Both are looking for jobs, however. Deb has had some promising interviews, and Frank Sr. continues to search for a position that doesn't require lifting more than 10 pounds or a lot of driving.

The children have noticed differences in their parents since they started taking classes at the Adult Education Center.

"My dad doesn't yell constantly like he used to," Frank Jr. said. Keith and Emma just said that things were, "Different."

Section C

Head Start Program Hopes To Expand In The Fall

By Elizabeth Coyle

The Head Start program in Mifflin County completed another year of expansion and growth. If all goes well, it will continue to expand this fall.

The Western Mifflin Home Base unit in McVeytown, which began in March, celebrated with a year-end picnic at the McVeytown playground recently, marking more expansion for the Head Start program.

Head Start has been a part of the county since 1979 and hopes to have expanded to include approximately 110 children next September.

Head Start gives lower income children a chance to attend a program which will prepare them for kindergarten. "We have objectives in what we want to see like motor skills like cutting with scissors. We try to get them prepared for public school," noted Sandy Mellott. Mellott is the home base teacher for the McVeytown unit.

Five classes now serve the Lewistown area and eastern Mifflin County. In addition to the Western Mifflin Home Base program, which included six children this year, Head Start is hoping to branch out to a Belleville location.

"If they can find 10 families in Belleville, they'll be able to set up a unit there," commented Sue Page, family worker for McVeytown who recruits new families for the program. Head Start is hoping to find at least 10 new families for a unit in Belleville. The children must be three to five years of age and must meet income requirements. The Head Start acquires clients through referrals from other participants and agencies.

The Head Start includes five 2-1-2 centers. This includes two days of instruction at the designated center. In McVeytown, the community building serves as the center. The instructors then spend a day at the office with the paperwork. The other two days require the home family worker to visit each of the students in the home for additional instruction.

"We found we could double our service with that design," commented Cathy Dysinger, education coordinator of Head Start, of the 2-1-2 class. "In addition, we found it to be a very effective design.

With a home-based program, the family worker meets with each student for 90 minutes each week. Two days per month the students are bused to the center to meet with the teachers. Dysinger explained that a rural community benefits from this program. "Geography has a lot to do with it with home-based," said the coordinator. "In rural areas where families are apt to be spread out, being bused daily would be a pain."

There is also a center-based program in which the children meet at the center in St. Mark's Church four times a week for half a day. This is often combined with parents who are involved with Adult Education classes. The Tuscarora Intermediate Unit's Parents and Children Together workshop allows parents to receive instruction on how to help their children learn. While the parents receive this instruction, their children are in the Head Start program and they rejoin after the half-day is over.

The Head Start's center at St. Mark's will relocate next year when renovation of the Coleman Hotel is complete.

Dysinger noted that Head Start could never serve as day care. "For four hours — it truly doesn't meet the working parent's work day." She can foresee, however, that Head Start and child care will one day be combined.

Head Start is federally funded through the Administration of Children, Youth and Family and each program is required to match the money, not with monetary donations, necessarily, but by their efforts. "Parents can match the funds with their donated time, parent involvement and community donations," Page explained.

"The parents are really an integral part," Dysinger, education coordinate of Head Start. Parents volunteer in the classroom and also join in on policy meetings.

The 25-member staff of Head Start in the county includes teachers, bus drivers and cooks.

Brenda Walck of Belleville pins a ribbon on her son Jason during a ceremony to mark the end of the year for the first Head Start class from the Western Mifflin Home Base of the Head Start program. (Photos by Elizabeth Coyle)

GETTING AHEAD — These youngsters recently completed the Head Start program based in McVeytown. Each of the students received a certificate and ribbon for their accomplishments in the first session of the Western Mifflin Home Base unit of the Head Start during a picnic at the McVeytown playground last week. From left are Bethany Stein, Heather Miller, Erica Stein, Jason Walck, James Miller and Kelly Haase.

"If they can find 10 families in Belleville, they'll be able to set up a unit there."
— Sue Page

BEST COPY AVAILABLE

County Observer
10/31/90

Literacy Project Featured In Newsletter

"Together We Learn" — the family literacy project run by the Adult Education and Job Training Center in Lewistown — was recently featured in the first issue of a state publication.

Family Literacy Newsletter, funded by the Pennsylvania Department of Education, called the program "exemplary" in a one-page feature story. The newsletter cited several reasons for the selection.

"The project is a successful adaptation of a...demonstration project completed in 1985-86 in Intermediate Unit 10 Centre County Adult Development Center's Project PACT — Parents and Children Together; it demonstrates how successful projects of this type can be when using links with community services and agencies; and it's staffed by a group of dedicated professional adult educators who have learned to adjust their curriculum, methods and ideals to the present situation," the article stated.

"Together We Learn" was designed to meet the needs of adults who found helping with their children's homework troublesome due to low literacy levels and lack of parenting skills.

Program director Carol Molek and family literacy instructor Esther Bratton modified the PACT curriculum to meet the needs of the parents participating in the project.

It uses lessons in life coping and parenting skills, plus basic math, language arts, science, social studies and health lessons in a series of two ten-week sessions in the fall and spring.

Instruction is based on teaching the parents first and helping parents learn how to use their instruction to teach their children at home.

While parents are in session, the staff, volunter parents and GED Alumni group members conduct activities with the children, including guest speakers like the local librarian, fire safety experts, and extension agents to supplement basic skills instruction.

There are 20 family literacy programs across the state.

"We feel honored that of all the programs in Pennsylvania, ours was selected as the exemplary one for this issue," said Molek.

TABLE OF CONTENTS

PAGE

INTRODUCTION

TO THE TEACHER

TO THE PARENT

HELPING YOUR CHILD WITH MATH

LESSON 1: COUNTING 1

PARENT ACTIVITY 1

PARENT-CHILD ACTIVITY 3

LESSON 2: ADDING 7

PARENT ACTIVITY 7

PARENT-CHILD ACTIVITY 9

LESSON 3: LEARNING CALENDAR TIME 12

PARENT ACTIVITY 12

PARENT-CHILD ACTIVITY 15

LESSON 4: TELLING TIME 17

PARENT ACTIVITY 17

PARENT-CHILD ACTIVITY 19

LESSON 5: GEOMETRY - SHAPES 25

PARENT ACTIVITY 25

PARENT-CHILD ACTIVITY 28

LESSON 6: MEASURING 31

PARENT ACTIVITY 31

PARENT-CHILD ACTIVITY 33

HELPING YOUR CHILD WITH SCIENCE

LESSON 7: OBSERVING 38

PARENT ACTIVITY 38

PARENT-CHILD ACTIVITY 40

HELPING YOUR CHILD WITH SOCIAL STUDIES

LESSON 8: OUR FAMILY 43

PARENT ACTIVITY 43

PARENT-CHILD ACTIVITY 47

LESSON 9: OUR COMMUNITY 51

PARENT ACTIVITY 51

PARENT-CHILD ACTIVITY 54

HELPING YOUR CHILD WITH READING
LESSON 10: READING A RECIPE 61
PARENT ACTIVITY 61
PARENT-CHILD ACTIVITY 64
LESSON 11: READING A MENU 67
PARENT ACTIVITY 67
PARENT-CHILD ACTIVITY 70
LESSON 12: READING FOOD PACKAGES 73
PARENT ACTIVITY 73
PARENT-CHILD ACTIVITY 75
LESSON 13: READING CHILDREN'S BOOKS 78
PARENT ACTIVITY 78
PARENT-CHILD ACTIVITY 80
LESSON 14: READING A TELEPHONE BOOK 82
PARENT ACTIVITY 82
PARENT-CHILD ACTIVITY 84
HELPING YOUR CHILD WITH LANGUAGE
LESSON 15: USING THE TELEPHONE 87
PARENT ACTIVITY 87
PARENT-CHILD ACTIVITY 89
LESSON 16: LEARNING LANGUAGE 92
PARENT ACTIVITY 92
PARENT-CHILD ACTIVITY 94
LESSON 17: TELLING STORIES 96
PARENT ACTIVITY 96
PARENT-CHILD ACTIVITY 97
HELPING YOUR CHILD WITH WRITING
LESSON 18: NOTE WRITING 99
PARENT ACTIVITY 99
PARENT-CHILD ACTIVITY 101
LESSON 19: LETTER WRITING 103
PARENT ACTIVITY 103
PARENT-CHILD ACTIVITY 105
HELPING YOUR CHILD WITH HEALTH
LESSON 20: HEALTHY EATING 107
PARENT ACTIVITY 107
PARENT-CHILD ACTIVITY 111

EVERYDAY ACTIVITIES..... 114
ACTIVITY 1: SORTING LAUNDRY..... 115
ACTIVITY 2: FOLDING LAUNDRY..... 116
ACTIVITY 3: MAKING A BED..... 117
ACTIVITY 4: PICKING UP TOYS..... 118
ACTIVITY 5: SETTING THE TABLE..... 119
ACTIVITY 6: PLANNING A MEAL..... 120
ACTIVITY 7: MAKING A SHOPPING LIST..... 121
ACTIVITY 8: PLANNING A TRIP..... 122
ACTIVITY 9: TAKING A BATH..... 123
ACTIVITY 10: GETTING DRESSED..... 125
CONCLUSION..... 126
OTHER BOOKS YOU MAY ENJOY..... 127

LESSON 10

READING A RECIPE

I. PARENT ACTIVITY

Banana Nut Bread 350° 55-60 min.

2½ c. flour	¾ c. milk
1 c. sugar	1 c. bananas - mashed
3½ t. baking powder	1 egg
1 t. salt	1 c. nuts - chopped
3 T. vegetable oil	

Measure all ingredients into a large mixing bowl. Beat at medium for ½ minute. Grease and flour a loaf pan. Bake at 350° for 55 - 60 minutes.

Many things can be learned by reading a recipe. Children learn that recipes are organized in a special way. The ingredients (things you need) are listed first. Directions are next. Special words are used in cooking. Some cooking words have abbreviations (short ways to write them):

c = cup

t = teaspoon

T = Tablespoon

Some things are measured in cups or parts of cups. Some things are measured in spoons or parts of spoons. Some things are counted (1 egg) not measured.

Some things must be fixed in a special way to be used: bananas - mashed; nuts - chopped.

Children can learn to get out all of the things they need before they start. They can learn to preheat an oven and set a timer. They learn that temperature and time are important in baking. They can learn what will happen if an oven is too hot, or not hot enough. They can learn what happens if you do not bake something long enough—or if you bake it too long.

Children can learn why you use special things in recipes. Talk about these things as you bake with a child.

Sugar makes it sweet.

Milk makes it moist.

Baking powder makes it rise.

Nuts make it crunchy.

Banana adds a special flavor.

Let the child prepare the ingredients with your help. He can learn: to scoop, to dip, to pour, to mash, to chop, to crack an egg, to mix, to scrape, and to beat. Don't worry about the mess. As the child gets more practice there will be less mess. You can always clean up together later. Your child will learn that cleaning up is just part of cooking. Later he will learn to be neater and to make less mess.

Children who know how to read can be asked to read the recipe as you work. They can check to see if you have everything. They can make sure things are done in order.

Children who do not yet read words can still "read" the recipe for you. Try some of these things:

1. "How much flour do I need? The first item is flour." The child will be able to read because you have told him which word is flour.
2. "Was that 1 or 2 eggs? Egg is the word that starts with e."
3. "I put in the flour, the sugar and the baking powder. That is 3 things. What is next? Was it 1 teaspoon of salt?" The child knows to look at the 4th item. He

knows it might be salt. If he recognizes any letters he may be able to tell that the word is salt.

4. "What temperature should I set this oven on? The little ° means degrees. That tells the temperature. What number has the little ° by it?"

There are lots more ways to tell a child what he can read on a recipe card. Think of 3 more ways.

1. _____

_____

2. _____

_____

3. _____

_____

LESSON 10

READING A RECIPE

II. PARENT - CHILD ACTIVITY

1. Get out a set of measuring cups, a measuring cup marked with fractions of cups, and a set of measuring spoons. Talk about them. Show your child the different sizes. Read all the labels together. Play some guessing games to help your child learn about them.

   How many times do you think I must fill this teaspoon to fill the tablespoon?

   How many tablespoons do you think it will take to fill the cup? (or ½ cup or ¼ cup).

   Please pour yourself one cup of juice for your snack.

   You may fill the tablespoon with raisins two times for your snack.

   Do you think one teaspoon of jelly will be enough for your toast? Think of other things to measure for fun.

   Use the cups and spoons for tub or pool toys to help the child get to know them.

2. Start looking for the directions or recipe on everything you make. Ask the child to help "read" the directions. Most food in packages comes with directions. Some things come with recipes or suggestions on how to serve them. Ask questions like these:

   1. Was I supposed to grease that pan or not?

2. How long should I boil this?

3. Does this need to be covered?

4. Was I supposed to put butter in that?

5. I know I put in the milk and the butter. What was the third thing?

3. Try to get an easy cookbook. Your library may have one that you can borrow. Ask the librarian. "Read" the cookbook with your child. Look for new recipes to make together. Copy the ones you like best.

Talk about the Table of Contents. Show your child the sections of a cook book. Show him that the table of contents has page numbers for sections. Choose a section and look through it. Try this, "I would like a new way to fix chicken. The table of contents says poultry is on page ___. Lets look at all the chicken recipes." Choose one that you and your child can work on together.

Also show your child how to use the index. Show her that the index has things in alphabetical order. Tell her that the index is in the back of the book. It is there to help you find recipes fast. Look up "chicken" in the index. Find a recipe that sounds interesting. Have the child find the page number and look to see if you like the recipe.

Young children can help to select recipes by pictures. You may find a child's picture cook book to use with a young child.

Begin to "look up" recipes even if you know how to make things. Let the child compare two ways of making something. Try new ways if they are not the way you do things.

4. "Parents day off." Plan a special day for your child to make dinner. Select a recipe the child has used before. Let the child plan the menu, set the table, fix the food and serve it. (You may want to offer to clean up.) You may "keep the child company" in the kitchen. You may "supervise" (but not too much). You may "assist" by reading the recipe. Let the child do the work. Be sure to say how glad you are to have a

have a child who can fix dinner (or lunch, or breakfast) and be sure to tell him how good the food is.

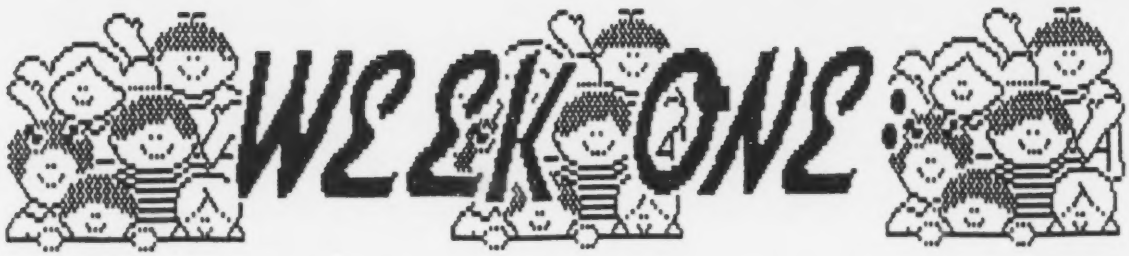
5. Favorite Recipe Box. Start to collect the recipes your child can make. Show the child how to organize recipes. Add new ones as the child tries something new. Write down things that may seem simple to you—but are a new skill for your child. Have him "make-up" his own recipes for some things. Try some things like this:

    1. Ed's Fried Eggs.
    2. Special Sandwich
    3. Spinach with Cheese
    4. Ed's Secret Biscuits
    5. Banana Nut Bread
    6. Other recipes your child has used or made up.

PARENTING TIP

Cooking and baking will take longer when your child helps. Always allow more time. Later as the child gets more practice he will be faster. Things will begin to take less time. Your will find that your child can really be helpful. He may begin to make things by himself. He will become a real help in the kitchen. He may even start to make meals. You will know that he can learn to take care of himself if you need him to.

Always thank the child for helping. Tell him how well he is doing and how proud you are that he is learning to make things.



FEELINGS, FRIENDS & SPECIAL HOLIDAYS

WEEK ONE: FEELINGS, FRIENDS, AND SPECIAL DAYS

TIME SCHEDULE:

9:00-9:30	Free Play Time -Indoor or Outdoor (weather permitting)
9:30-9:45	Storytime -Activity: Happy/Sad & Situations
9:45-10:05	Activity Time -Activity: Handiwork Quilt
10:05-10:20	Nutritious Snack -Wash hands before eating
10:20-10:35	Group Time -Singing Songs -What Can We Do Activity Sheet -We Are All Special F-R-I-E-N-D-S -Talk With Children -Our Flag (Flag Day is approaching) -My Dad (Father's Day is approaching)
10:35-10:55	Art Time -Father's Day Art
10:55-11:00	Clean-Up Time -Song: It is time. Sing while cleaning.

Notes:

1. If you do not have a flag, make one out of construction paper or buy a small, inexpensive one at the local five and dime store.

2. Materials needed for plaques are styrofoam meat trays, scrap yarn, and bobby pins or needles.

ACTIVITY

Happy/Sad

BEHAVIORS: Sharing, comforting

ACTIVITY: Puppetry

MATERIALS: blue and yellow construction paper cut into 2½" circles

Popsicle sticks

glue or tape

markers or crayons

DIRECTIONS:

1. Give each child a yellow and blue circle and a Popsicle stick.

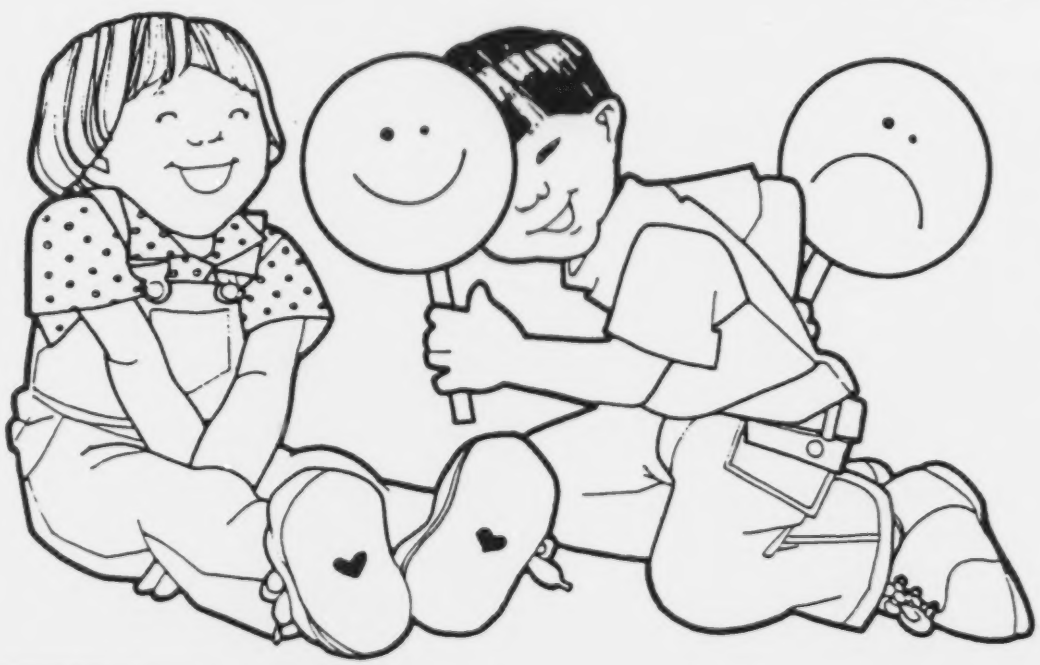
2. Kids draw a happy face on the yellow circle and a sad face on the blue circle.

3. Tape the Popsicle stick on the back of one circle, then the children may glue the back of the other one to the stick, too.

4. Kids bring their puppets to the circle and listen to short stories which describe different situations. They use their puppets to express how they feel about the situation. Examples are on the next page.

5. Youngsters may keep the puppets in their special compartments and use them when they need comforting or want to share good or bad news.

—Deborah Cameron



Situations to be used with Happy/Sad Puppets:

● **One rainy day Sally was very lonely** and couldn't find anything to do. Sally's mother asked her if she would like to have a friend over. Sally said yes, so her mother called Sally's friend Lisa. Lisa wasn't home so Sally's mother said they would have to do it another day.

● **Paul was very excited.** It was a special day: his birthday. He had waited a long time for this day to come, and now he was getting dressed because it was almost time for his fifth birthday party.

● **John was playing with his dump truck.** He loved to use it in his sand box. He made roads and mountains and pretended he was in a far-away country.

● **Susie loved to read stories about kittens.** She also collected kittens of all sizes and colors. Today when Susie's daddy came home he had a special surprise for Susie: her very own kitten named Mittens.

● **Laura was building a tall tower** with her new building blocks. She put windows in it and a flag at the top. Billy, Laura's brother, ran into the room and tripped over her tower, sending the blocks flying to the ground. Laura's tower was ruined.

ACTIVITY

Handiwork quilt

BEHAVIORS: Cooperating, helping

ACTIVITY: Art

MATERIALS: different colors of finger paint

colored construction paper cut into 4-inch squares

DIRECTIONS: **1.** Give each child three 4-inch squares of construction paper. One is for a drawing and two are for handprints of each hand.

2. On one square, a child chooses a color of finger paint and draws a small picture of himself or herself.

3. The child covers his or her hands with paint and places the right hand on one of the other two squares and the left hand on the other.

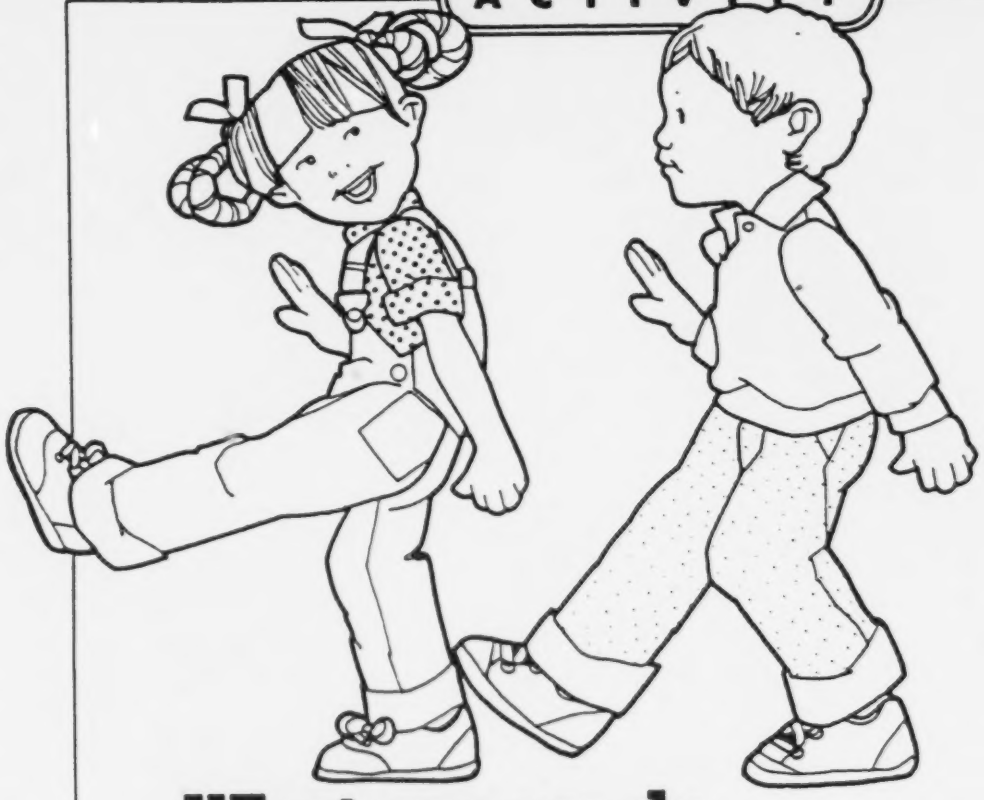
4. Children write their names, if possible, on each of the three squares.

5. Arrange drawings and handprints on the bulletin board. Put a border on the outer edge of the squares.

6. Call one child to the board to find his or her handprints and tell whose handprints are next to his or hers. That person then tells whose prints are next to his or her prints. The two children hold hands. This is continued until all children are standing and holding hands.

—Deborah Cameron

ACTIVITY



What can we do

BEHAVIOR: Sharing

ACTIVITY: Learning to play different things together

MATERIALS: none

DIRECTIONS: Sing the song with the children. Have the youngsters form a circle. During the chorus, have them move to the left. During the verses, have the children act out what is being sung while maintaining the circle formation.

You may want to discuss what other things you can do at your school. Then add other verses accordingly.

Here are the words to the song sung to the tune of "The Mulberry Bush."

What can we do here at our school, here at our school, here at our school, What can we do here at our school with our special friend.

1. This is the way we march like a soldier, march like a soldier, march like a soldier, This is the way we march like a soldier with our special friend.

2. This is the way we dance like a doll.

3. This is the way we zoom like a car.

4. This is the way we build with blocks.

Words by Debra Barger

ACTIVITY

We are all special F-R-I-E-N-D-S

BEHAVIOR: Friendship

ACTIVITY: Spelling, discussing friends

MATERIALS: pictures of kids playing

DIRECTIONS: Show pictures of children playing together and talk about how important friends are to each other. Does each child have a special friend? Are we all friends at our school? Discuss what kids can do with their special friends.

Make cards with one letter on each card to spell "FRIENDS." Distribute them to seven kids and have them try to arrange the letters in the correct spelling order. Repeat until all children have had a chance. When they all succeed, the whole class can learn this song.

Sing this song to the tune of "She'll Be Coming 'Round the Mountain."

VERSE 1:
We are all special fri-ends, yes we are.
We are all special fri-ends, yes we are.
We are different sizes and shapes;
We are different colors and makes—
But, we are all special fri-ends, yes we are.

VERSE 2:
We will all play together, yes we will.
We will all play together, yes we will.
Some can sing and some can run;
But we all can have great fun
We will all play together, yes we will.

VERSE 3:
Oh, we're happy to be together, yes we are.
Oh, we're happy to be together, yes we are.
We don't have to be the same;
We can laugh and play some games.
Oh, we're happy to be together, yes we are.

—Debra Barger

Group Time

Helping My Dad

I like to help my dad alot
To rake the lawn or dry a pot.
It doesn't matter what's to be done.
When we do it together,
It's always more fun!!

Dick Wilmes

(Talk about things the children like to do with their dads and other special men)

Our Flag

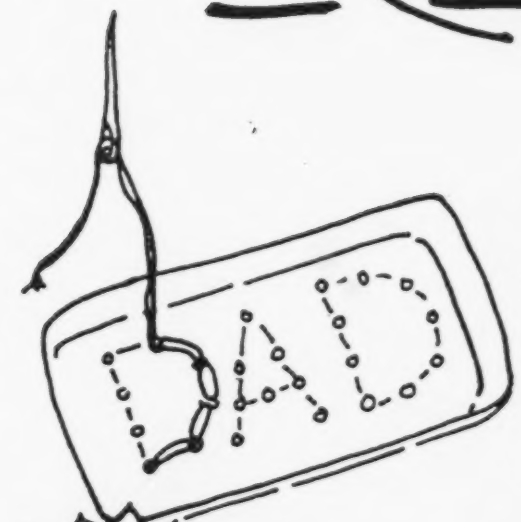
The flag is coming. We see it now,
It's red and blue and white.
With stars and stripes, it's held so high
It's such a wonderful sight.

We are proud to hold our faces up
And stand so straight and tall,
To place our hands upon our hearts
And pray for peace for all.

Dick Wilmes

(Show the children a flag and talk about the shapes and color in it)

Art



Father's Day - June 17

Sew a plaque for your dad. You'll need a thin-line marker, a styrofoam meat tray, a blunt-tipped needle and rug yarn. Write the word "DAD" on your meat tray. Using your needle, punch holes along the marked lines. Thread your needle, tie on the first stitch and sew up and down through the holes. As you are sewing, say this rhyme:

Up and down
Up and down
But never all around.

JUNE

ACTIVITY

It is time

BEHAVIOR: Cooperation

ACTIVITY: Learning how to clean up

MATERIALS: none

DIRECTIONS: Sing the song with the children. Discuss what should happen at the end of the day. Show and tell the kids the correct way of putting things away.

Explain that at the end of the day their parents or friends will pick them up. Also remind them that they will be able to come back another day to play.

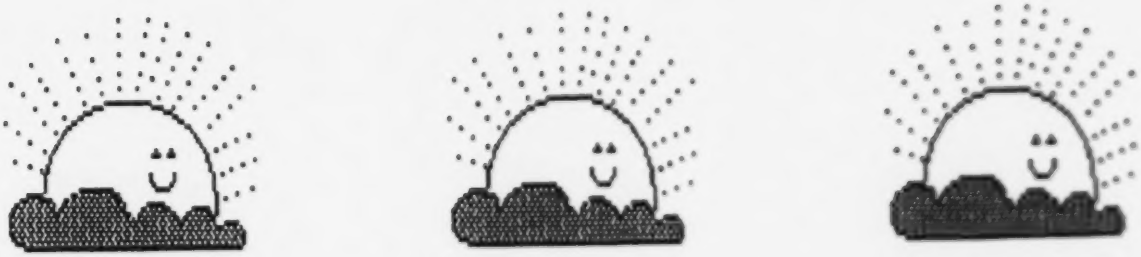
Here are the words to the song sung to the tune of "If You're Happy."

1. It is time for us to put our toys away (Away). It is time for us to put our toys away (Away). It is time for us to say, That we'll play another day, It is time for us to put our toys away (Away).

2. It is time for us to say good-bye (Good-bye). It is time for us to say good-bye (Good-bye). It is time for us to say, That we'll play another day, It is time for us to say good-bye (Good-bye).

Words by Debra Barger

THE FIRST DAY OF SUMMER JUNE 21



WEEK TWO: FIRST DAY OF SUMMER--JUNE 21

TIME SCHEDULE:

9:00-9:30 Free Play Time
-Indoor or Outdoor (weather permitting)

9:30-9:45 Storytime
-Book of your choice

9:45-10:05 Activity Time
-Activity: Mobile-Things in the Summer Sky
*Note: Before doing the activity, talk to the children about what they've seen in the sky. See what they can come with on their own.

10:05-10:20 Nutritious Snack
-Suggestion: Frozen Bananas (Recipe in packet)
*Note: If you choose to make this, prepare ahead of time.

10:20-10:35 Group Time
-Star Hunt
-Summer Word Game
-Rhymes: Beehive & Ferris Wheel
-Parachute activity
-Shadow Activity

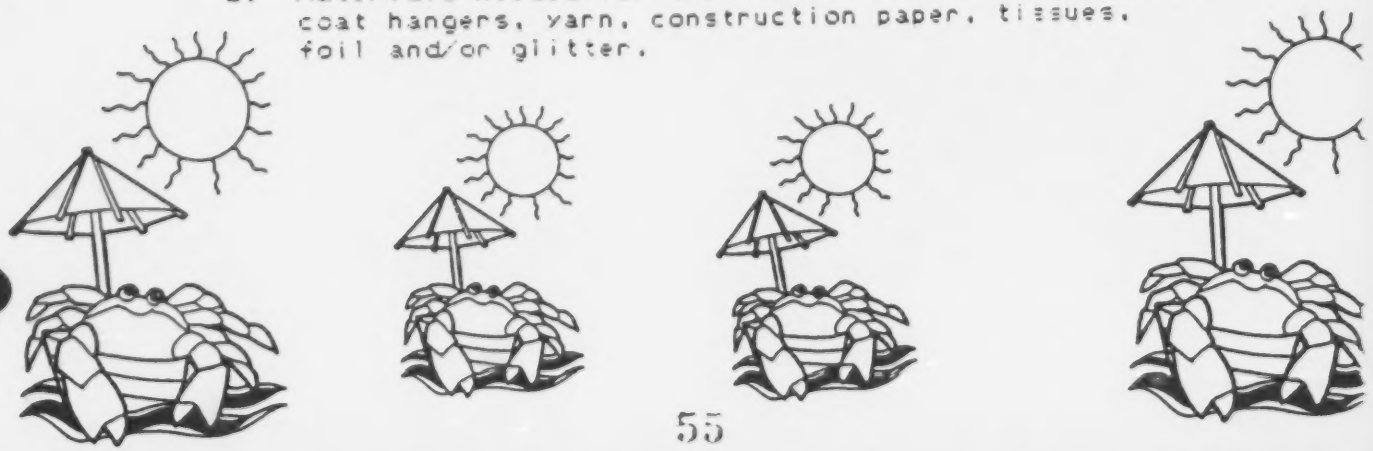
10:35-10:55 Art Time
-Bubble Blowing (choose your own method)

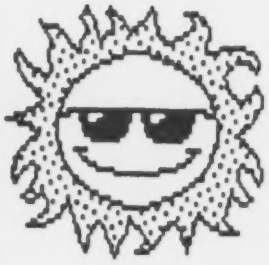
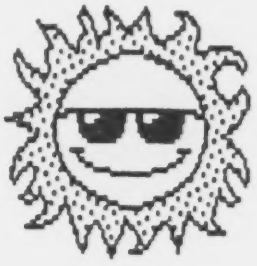
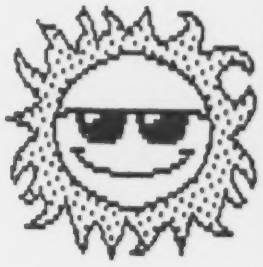
10:55-11:00 Clean-Up Time
-Song: It is time. Sing while cleaning.

Notes:

1. Shadow activity should be done twice for it to work and for the children to see their shadow move. The first shadow should be marked when the children arrive in the morning. The second marking should be done during the group time and then talk about what has happened.

2. Materials needed for the mobiles are small sticks or coat hangers, yarn, construction paper, tissues, foil and/or glitter.



Create a summer-time sky mobile after the children have talked about things they see in the sky. Possible things they might suggest would be clouds, stars, moon, birds, rainbow, sun, etc. Following are some suggested ways to make some of these things.

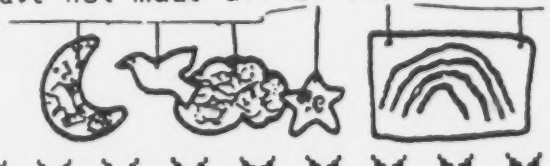
***CLOUDS: Cut out two identical large shapes from white construction paper. Have glue in shallow pans and white facial tissue on the table. Have the children wad each piece of facial tissue in the middle, dip it in glue, and then put it on the cloud shape. Continue until the two clouds are filled with fluffy tissues. When the tissues has dried, glue the two clouds back to back. Punch several holes in the cloud, loop yarn through the holes, and hang it from the clothes hanger.

***SUN & MOON: Cut out large sun and moon shapes. Have a variety of orange and yellow materials on the table. Let the children collage the materials to the shapes. When dry, punch holes in the shapes, loop yarn through the holes, and hang them from the clothes hanger.

***STARS: Cut star shapes out of white construction paper. Have the children tear aluminum foil into small pieces. Put glue, aluminum foil pieces, glitter, and the stars on the table. Have the children glue the aluminum foil pieces on the stars and/or brush the stars with glue and sprinkle glitter on them. (When dry, shake off the excess glitter.) When finished, let the children decide where to hang the stars on the clothes hanger.

***RAINBOWS: Glue pieces of yarn on a piece of white construction paper. Let the children arrange the yarn on the shape of a rainbow and glue to the paper. When dry, hang on the clothes hanger.

NOTE: Keep the activity fun! Stop when the children tire of the activity even if they have not made all of the suggested items.



Group Time

GO SHADOW-WATCHING

As the sun travels across the sky, it affects the length of shadows. Demonstrate this change to your child with this activity. It's easy to do, but to be most meaningful, it will take a good portion of a day.

Go outside with your child early in the morning and mark a special spot. Stand on the spot together, and observe the length of your shadows. Sketch around your child's shadow, if you can, or mark its length with a stone or stick.

Return at noon to the same spot and observe your shadows again. What happened to the shadows? They will be much shorter. When you return to the spot in late afternoon, your shadows will be even shorter. A book to read after a day of shadow-watching is *Come Out, Shadow, Wherever You Are* by Bernice Myers (Scholastic, 1970).

SNACK

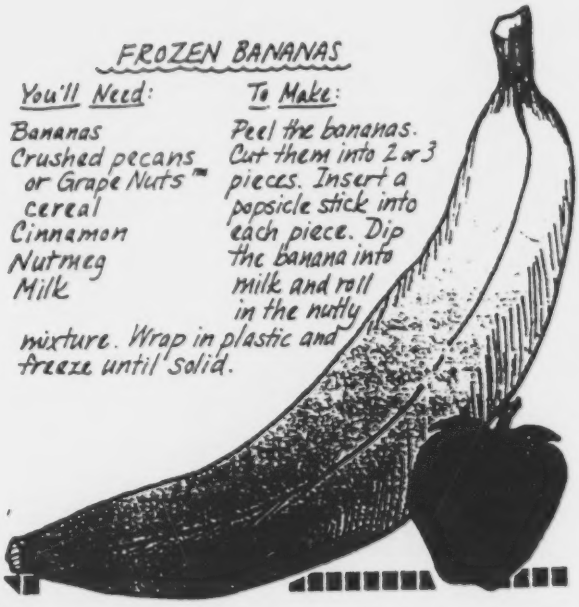
FROZEN BANANAS

You'll Need:

Bananas
Crushed pecans or Grape Nuts™ cereal
Cinnamon
Nutmeg
Milk

To Make:

Peel the bananas. Cut them into 2 or 3 pieces. Insert a popsicle stick into each piece. Dip the banana into milk and roll in the nutty mixture. Wrap in plastic and freeze until solid.



★★★★★ ★★★★★★★★★★★★★★★★★

Have a "Star Hunt". Cut out a variety of different size stars from one color of construction paper. Hide the stars all over the room. Have a "star basket" on a table. When it's time to start, say, "Hunt for the Stars!". When a child finds a star have him put it in the basket and then look for another star.

When all of the stars have been found, lay them on the floor. Let a child find the largest star—the smallest one. Maybe someone would like to put 4-5 stars in order from largest to smallest.

★★★★★★★★★★★★★★★★★

Bubble Blowing Time

Warm weather is the most perfect time for bubble blowing!! With just a little preparation, children can enjoy hours of bubble blowing fun. Let your child help you make the bubble solution and set up different ways to blow bubbles.

- Get a large bucket or wash tub. Fill it about ¾ full of water and then add liquid detergent. Give your child a wide mouth straw and let her blow into the water.* What is happening? Keep the bucket available all day so she can run back and forth creating all the bubbles she wants. It's great fun when several children are blowing bubbles at the same time.

  Instead of blowing, give your child a whisk or slatted spoon. Can she make bubbles stirring the soapy water?

- Get a styrofoam cup. Poke a hole in the side with a straw. Fill the cup about ¾ full of water. Add a little liquid detergent. Give it to your child to blow bubbles all over the yard. This is a great picnic or party activity where there are lots of children. Make the cups ahead of time and just add water and soap at the party.

- Make "bubble wands" using pipe cleaners. Twist one end into a circle. Dip the wand into soapy water. Bring it out slowly and blow your bubbles or wave the wand around to make a stream of bubbles.

* Before your child tries any of the "blowing through straws" activities, practice blowing bubbles through straws in clear water.

Here are some "bubbling" tips:

- Recipe: 1 cup liquid dishwashing detergent (Joy Dawn work well)
  2 quarts of water
- Add ¾ cup of white sugar or syrup to give the solution more elasticity.
- Hints: Mix the suds ahead of time – Keep away from plants and flowers – Pour the solution in a shallow pan such as a layer cake pan or brownie pan.

Parachute Activity

••• Enjoy the breezes that your parachute (sheet) makes. Have the children all stand around the parachute. When you say "*Start*", have them slowly wave it. Do they feel a breeze? Wave it a little faster. Do they feel a breeze? Now wave it very fast. What kind of breeze do they feel?

EXTENSION: Lift the parachute up high. Have a child lie under it. Lower the chute back to waist high. Slowly and gently wave the chute. Stop. Ask the child under the chute if he feels a warm summer breeze blowing on him. Switch children and continue waving the parachute.

ACTIVITY

It is time

BEHAVIOR: Cooperation

ACTIVITY: Learning how to clean up

MATERIALS: none

DIRECTIONS: Sing the song with the children. Discuss what should happen at the end of the day. Show and tell the kids the correct way of putting things away.

Explain that at the end of the day their parents or friends will pick them up. Also remind them that they will be able to come back another day to play.

Here are the words to the song sung to the tune of "If You're Happy."

1. It is time for us to put our toys away (Away). It is time for us to put our toys away (Away). It is time for us to say, That we'll play another day, It is time for us to put our toys away (Away).

2. It is time for us to say good-bye (Good-bye). It is time for us to say good-bye (Good-bye). It is time for us to say, That we'll play another day, It is time for us to say good-bye (Good-bye).

Words by Debra Barger

BEST COPY AVAILABLE

WEEK THREE:

FLOWERS

WEEK THREE: FLOWERS

TIME SCHEDULE:

9:00-9:30	Free Play Time
9:30-9:45	Storytime -Book of your choice
9:45-10:05	Activity Time -Add a flower
10:05-10:20	Nutritious Snack
10:20-10:35	Group Time -Song: Flowers are blooming -Play: Flower Play -Talk to the children about the parts of a flower.
10:35-10:55	Art Time -Flower Hangings
10:55-11:00	Clean-Up Time -Song: It is time. Sing while cleaning.

Notes:

1. Another way to seal the flower hanging art is to use a warm iron and iron the two pieces of waxed paper together.

ACTIVITY

Add a flower

BEHAVIORS: Cooperating, sharing (information and materials)

ACTIVITY: Math readiness—numbers; spring

MATERIALS:

- 20 3-inch paper circles
- colored construction paper
- flower petal patterns
- glue
- scissors
- marker

DIRECTIONS:

1. Write the numbers 1-10 on the paper circles, making two of each number.

2. Review the numbers 1-10 with the class by showing the class each circle and matching the correct number of paper petals to it. Glue the petals on to make May flowers.

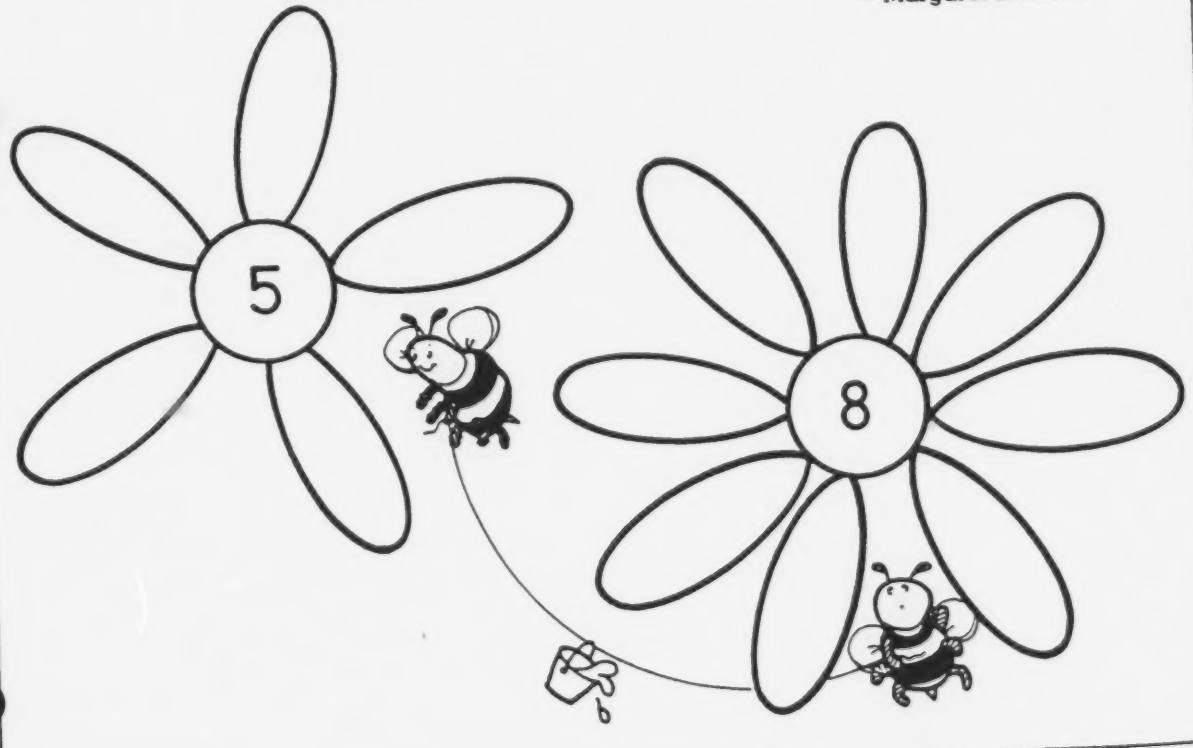
3. Hang the flowers where the children can easily see them.

4. Divide the class into five groups. Give each group two of the numbered circles and plenty of paper petals.

5. Have groups make flowers with the correct number of petals to match their circles, by gluing petals to the circle.

6. Display the flowers on a spring bulletin board.

—Margaret Bermens



Learning With Flowers

Group Time

FLOWER

I'd like to be a flower, ... *Cup hands together*
With petals for my head.
When nighttime comes,
I'd fold up ... *Fold hands together.*
And never go to bed. ... *Shake head "no".*

••• GARDEN FLOWERS: Have the children curl up on the floor and pretend they are flowers just about ready to peak through the soil. Tell them that they began as seeds which were carefully planted in rich dirt. They were always kept in the warm sun and watered continuously. Now they are ready to make their presence known to everyone. Read this rhyme to the children and have them act it out as you say each line.

FLOWER PLAY

I am a little flower
Sleeping underneath the ground,
I raise my head and grow and grow,
And stretch my arms and grow and grow,
And lift my head and say,
"I'm glad to see you all today!"

PRIMARY PURPOSES OF THE "BRING MAY FLOWERS" UNIT:

1. To learn how flowers grow.
2. To learn that flowers come in all shapes and sizes.
3. To see that flowers are many colors.
4. To discover that flowers have different fragrances.
5. To become acquainted with vocabulary associated with flowers — roots, leaves, stems, buds, and blossoms.

INTRODUCTORY ACTIVITY: Bring a small blooming potted plant to show the children. Walk around the circle showing the flower to them. When you have finished, ask the children to tell you all of the things they noticed about the plant. If you want you could make a list of all of their observations and hang it in the room to refer to throughout the unit.

After they have discussed all of their thoughts, add a little water to the plant to loosen the roots. Very gently pull the plant out of the soil and lay it in a shallow container. Once again walk around the group and let the children look at it. After they have had the opportunity to see the plant again, ask them if they have anything else to add to the list. Add these new observations.

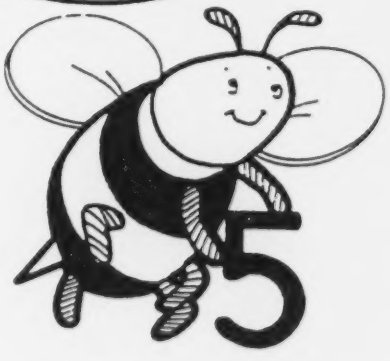
Explain to the children the main parts of the plant using the one you have for demonstration. Pass the plant around the group as you're talking. Begin with the roots which they should be able to see growing in the soil. The roots have two main functions: one is to secure the plant into the soil and the other is to absorb the water and minerals the plant needs to grow. The stem is the part of the plant from which the leaves and flowers grow. It also carries the nutrients and water to all parts of the plant. The leaves are the flat usually green parts of the plant growing off the stem. They produce nutrients for the flower. The last main part of the plant is the flower itself. This is the seed-producing part of the flowering plant.

BEST COPY AVAILABLE

PATTERN

May flowers patterns

NUMBER CIRCLE



PETAL

Copyright © 1987 by The Instructor Publications, Inc. All rights reserved.

Flowers Are Blooming

Sung to: "Frere Jacques"

Flowers are blooming.
Flowers are blooming.
All around.
All around.
All the pretty colors.
All the pretty colors.
Dot the ground.
Dot the ground.

Let's go see them.
Let's go see them.
Blooming bright.
Blooming bright.
Use your nose to smell them.
Use your eyes to see them.
What a sight!
What a sight!

Sharon Clendenen
Syracuse, NY

ART

Flower Hangings

Cover a table with towels. Give each child two circles cut out of waxed paper. Place a variety of fresh flowers in the center of the table and let each child choose several flowers to arrange on top of one of his or her waxed paper circles. Have each child cover his or her flowers with the second piece of waxed paper. One at a time, place a towel on top of the waxed paper circles to seal the edges together. Use a hole punch to make holes at the tops of the circles. Thread pieces of yarn through the holes and arrange the flower hangings in a window.

ACTIVITY

It is time

BEHAVIOR: Cooperation

ACTIVITY: Learning how to clean up

MATERIALS: none

DIRECTIONS: Sing the song with the children. Discuss what should happen at the end of the day. Show and tell the kids the correct way of putting things away.

Explain that at the end of the day their parents or friends will pick them up. Also remind them that they will be able to come back another day to play.

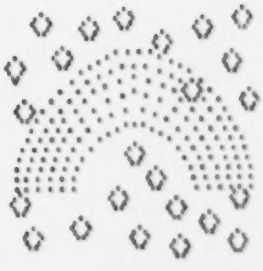
Here are the words to the song sung to the tune of "If You're Happy."

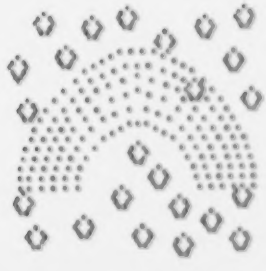
1. It is time for us to put our toys away (Away). It is time for us to put our toys away (Away). It is time for us to say, That we'll play another day, It is time for us to put our toys away (Away).

2. It is time for us to say good-bye (Good-bye). It is time for us to say good-bye (Good-bye). It is time for us to say, That we'll play another day, It is time for us to say good-bye (Good-bye).

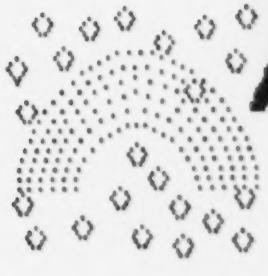
Words by Debra Barger

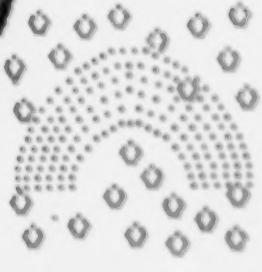
WEEK FOUR:

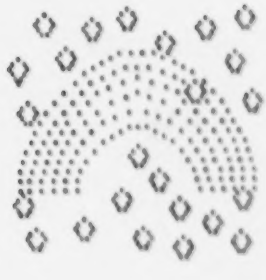


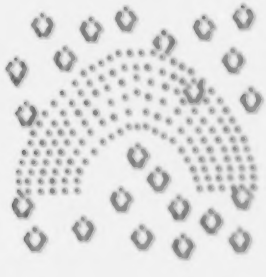


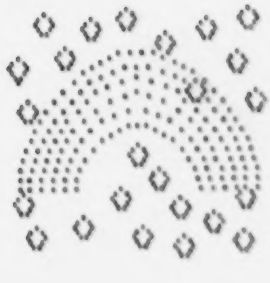
RAINBOWS

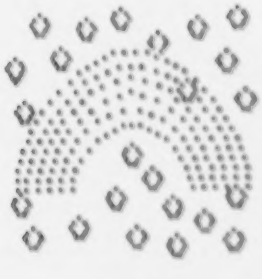


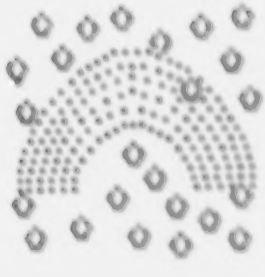












RainBows

WEEK FOUR: RAINBOWS

TIME SCHEDULE:

9:00-9:30 Free Play Time
-Indoor or Outdoor (weather permitting)

9:30-9:45 Storytime
-A book about rainbows or colors would be good.

9:45-10:05 Activity Time
-Activity: Rainbow Recipe
*Note: Let it get firm & either eat for snack or let them take home.

10:05-10:20 Nutritious Snack
-Wash hands before eating

10:20-10:35 Group Time
-Language Games
-Rainbow over the waterfall
-Making Rainbows

10:35-10:55 Art Time
-Make Rainbow Hats

10:55-11:00 Clean-Up Time
-Song: It is time. Sing while cleaning.

Learning With Rainbows

Read About Rainbows

Sharing books with your class is one of the best ways available to practice listening skills, to impart information, and to increase vocabulary. Here are some of my favorites to use with younger students:

A Rainbow of My Own by Don Freeman; The Viking Press, 1966.

Lift and Learn Colors by Betty Root and Mike Gordon; Silver Burdett Company, 1986.

Little Blue, Little Yellow by Leo Lionni; Ivan Obalensky, Inc., 1957.

Rainbow Recipe

Try using flavored gelatin as the basic material for color mixing. You can cover a wide variety of skills in one activity, and then eat the end results. Children are excited by the whole process. What more could you want in one lesson?

Use the preparation of the gelatin as an opportunity to work on vocabulary (dish, mix, stir, measure, etc.) and on liquid measurement. (You may want to try this out at home before doing the activity with your students.)

You will need:

- one large package lemon-flavored gelatin
- one large package cherry-flavored gelatin
- two packets unflavored gelatin
- peppermint flavoring
- blue food coloring
- sugar
- 6 clear pans (9" × 9")
- measuring cup
- clear plastic cups or glasses

Have children watch as you mix the three basic colors (red, yellow, and blue) following the package directions. Let the children add the cool water and help with the stirring. Create blue gelatin by mixing the unflavored gelatin, peppermint flavoring, and blue food coloring. Add sugar to taste. Once these colors are ready, the "magic" begins.

Put some yellow gelatin inside a glass baking pan. Say, "I am going to add some red gelatin to the yellow gelatin. What do you think is going to happen?" Slowly add the red until you get a clear shade of orange. Repeat these directions to create the remaining colors — each color in a separate pan. Blue into yellow produces green; blue into red produce purple. Place the gelatin in the refrigerator to set. When the gelatin is ready, cut it into cubes. Each child gets one cube of each color in a clear plastic glass to create a rainbow to eat. Arrange the colors in the order of the light spectrum: purple, blue, green, yellow, orange, red. You may add a whipped cream "cloud" to the top of each rainbow.

Use the time the gelatin is setting to explore color and rainbows in some of these other ways:

All the Colors of the Rainbow

By Jo Ellen Moore, Evan-Moor Corp., Monterey, Calif. 93940

Group Time

Rainbow Over the Waterfall

Help the children make up hand movements, like the ones hula dancers use, for each of these words: "rainbow, waterfall, tree, mountain, sea, flowers, bee, dancers, me." Then recite the poem below and let the children use their hand movements to act out the words.

Rainbow over the waterfall.
Rainbow over the tree.
Rainbow over the mountain.
Rainbow over the sea.

Rainbow over the flowers.
Rainbow over the bee.
Rainbow over the dancers.
Rainbow over me!

Jean Warren

Language Games

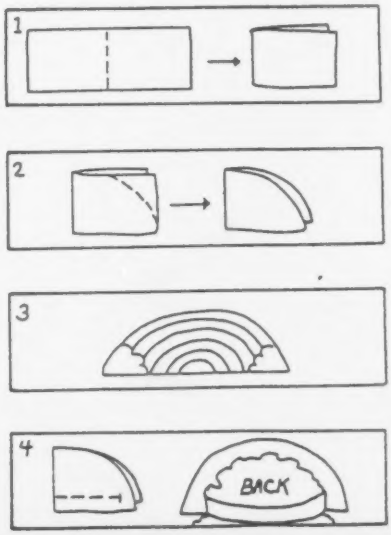
Play games such as these to develop language and thinking skills:

1. *I Spy*
   One child or teacher says, "I spy with my little eye something that is (red)." Children are to look around the room and try to guess which red thing is the object.
2. *Red as an Apple*
   Select one color. Each child is to then try to name something that can be that color. Answers may include an apple, a fire truck, mittens, etc.
3. *Touch*
   Start this game by touching an item that is (red). The next child must touch that item and another which is the same color. Continue until everyone playing has had a turn or until you run out of items that color.

Rainbow Hats

Create rainbow hats to wear as you eat your rainbow gelatin. Each child will need a 15" × 8" piece of white construction paper. Follow these steps:

1. Fold the paper in half.
2. Round the corner to create the arc of the rainbows. (You will need to do this step for students not ready to use scissors.)
3. Open the hat and color the rainbow's stripes. Add white clouds in the corners if you wish.
4. Refold the hat and cut a slit from the fold. Start with a slit about 5" long. Make the slit longer for children with larger heads.

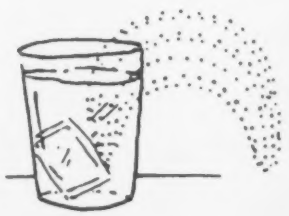


SCIENCE

Making Rainbows

On a sunny day use a garden hose to spray a fine mist of water across the sun's rays. Have the children stand with their backs to the sun and look for a rainbow in the mist. Name the rainbow colors with the children (red, orange, yellow, green, blue and purple). Explain that sunlight contains all these colors mixed together and when it hits the water from the garden hose (or raindrops in the sky), all the colors are separated.

Variation: Place a small mirror in a glass of water and tilt against the side of the glass. Then stand the glass in a window in direct sunlight so that the mirror reflects a rainbow on a wall.



ACTIVITY

It is time

BEHAVIOR: Cooperation

ACTIVITY: Learning how to clean up

MATERIALS: none

DIRECTIONS: Sing the song with the children. Discuss what should happen at the end of the day. Show and tell the kids the correct way of putting things away.

Explain that at the end of the day their parents or friends will pick them up. Also remind them that they will be able to come back another day to play.

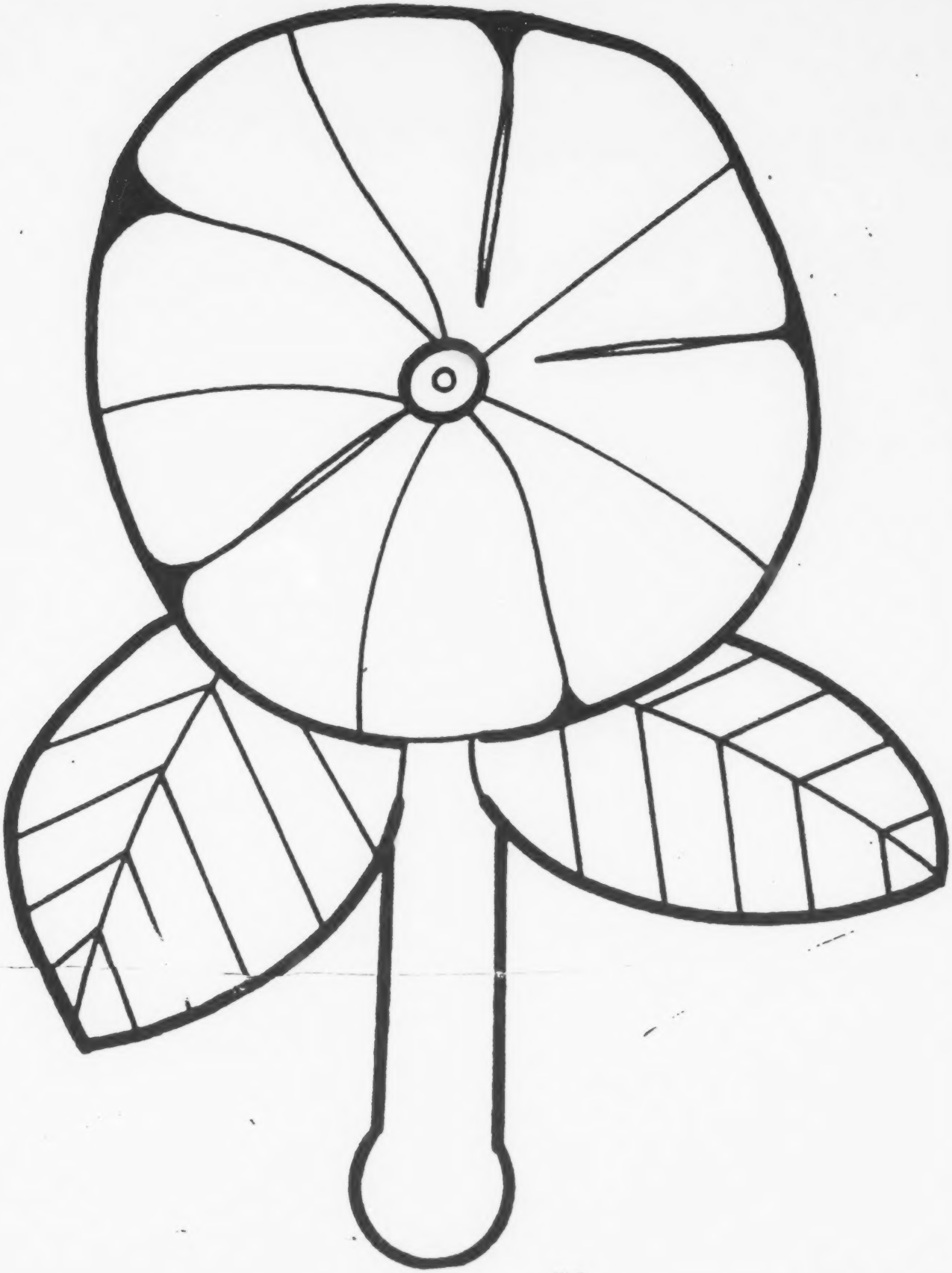
Here are the words to the song sung to the tune of "If You're Happy."

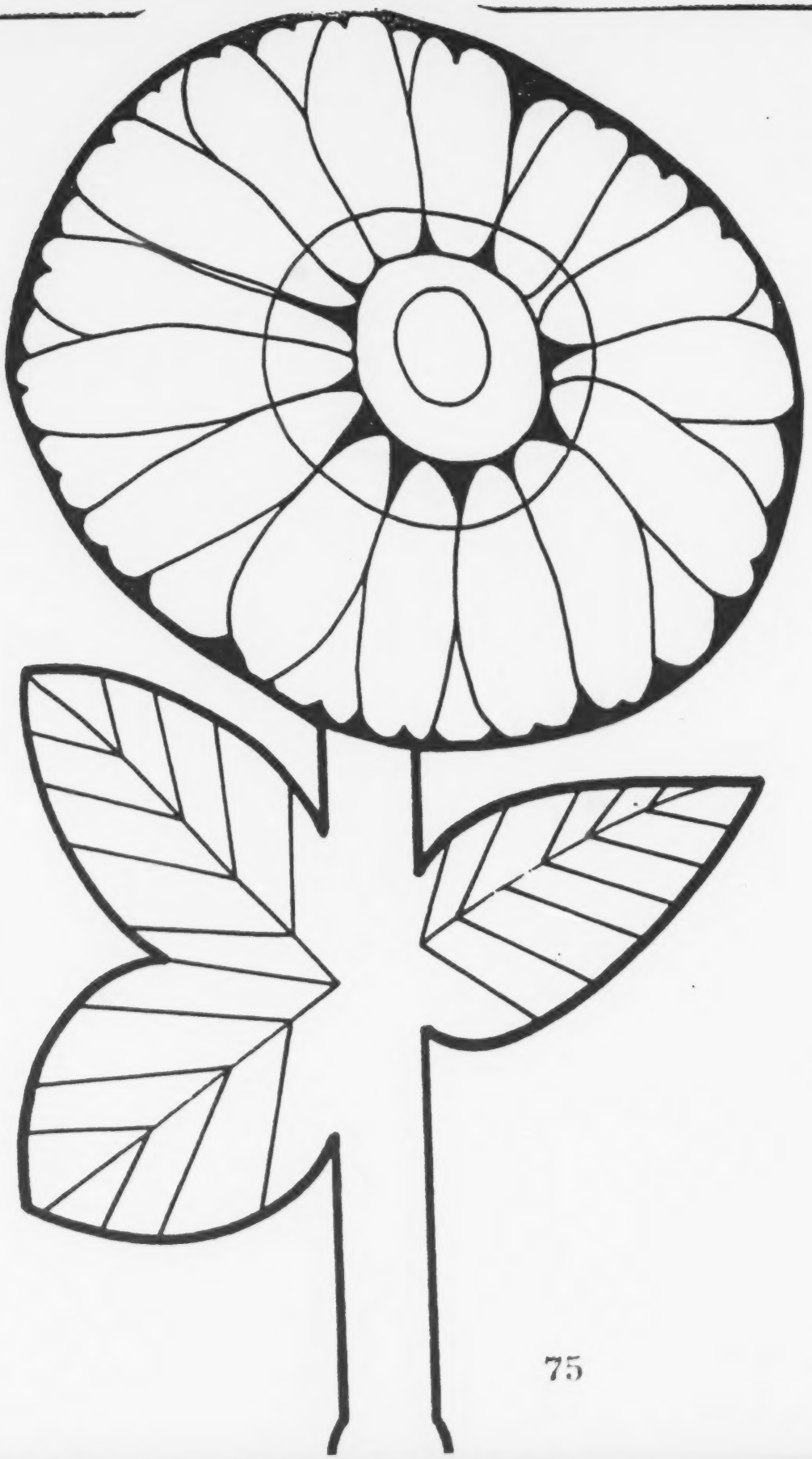
1. It is time for us to put our toys away (Away). It is time for us to put our toys away (Away). It is time for us to say, That we'll play another day, It is time for us to put our toys away (Away).

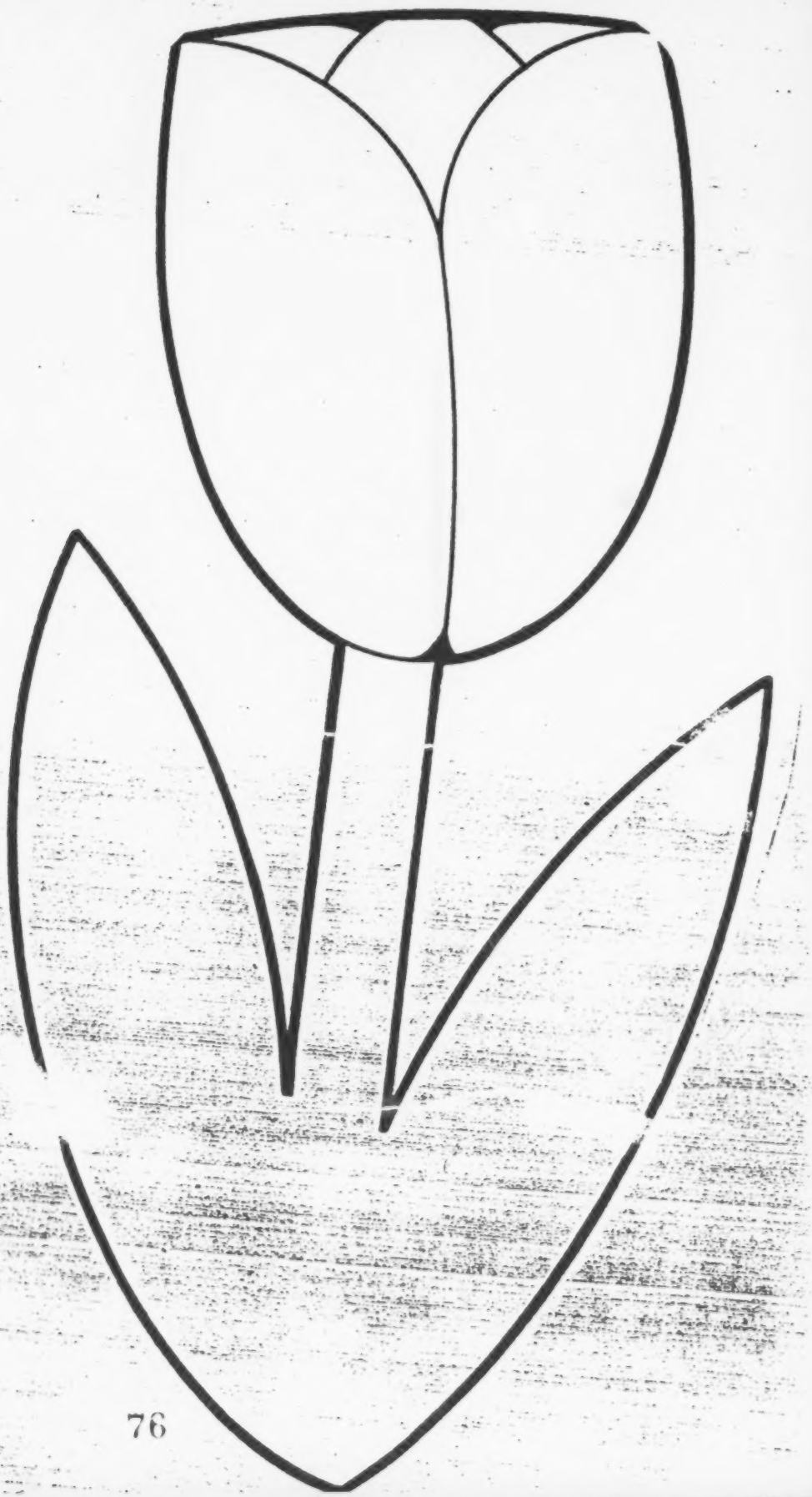
2. It is time for us to say good-bye (Good-bye). It is time for us to say good-bye (Good-bye). It is time for us to say, That we'll play another day, It is time for us to say good-bye (Good-bye).

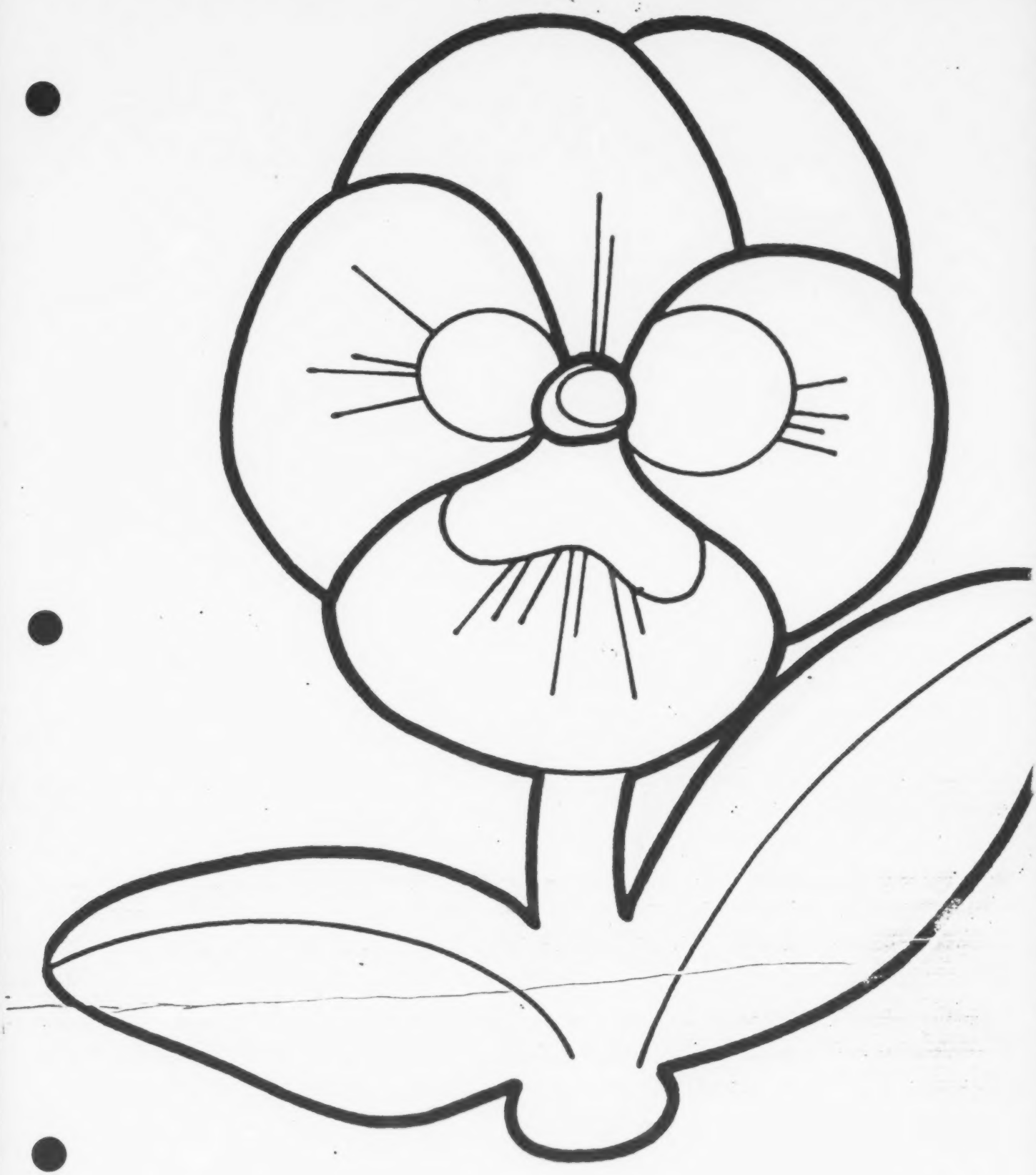
Words by Debra Barger

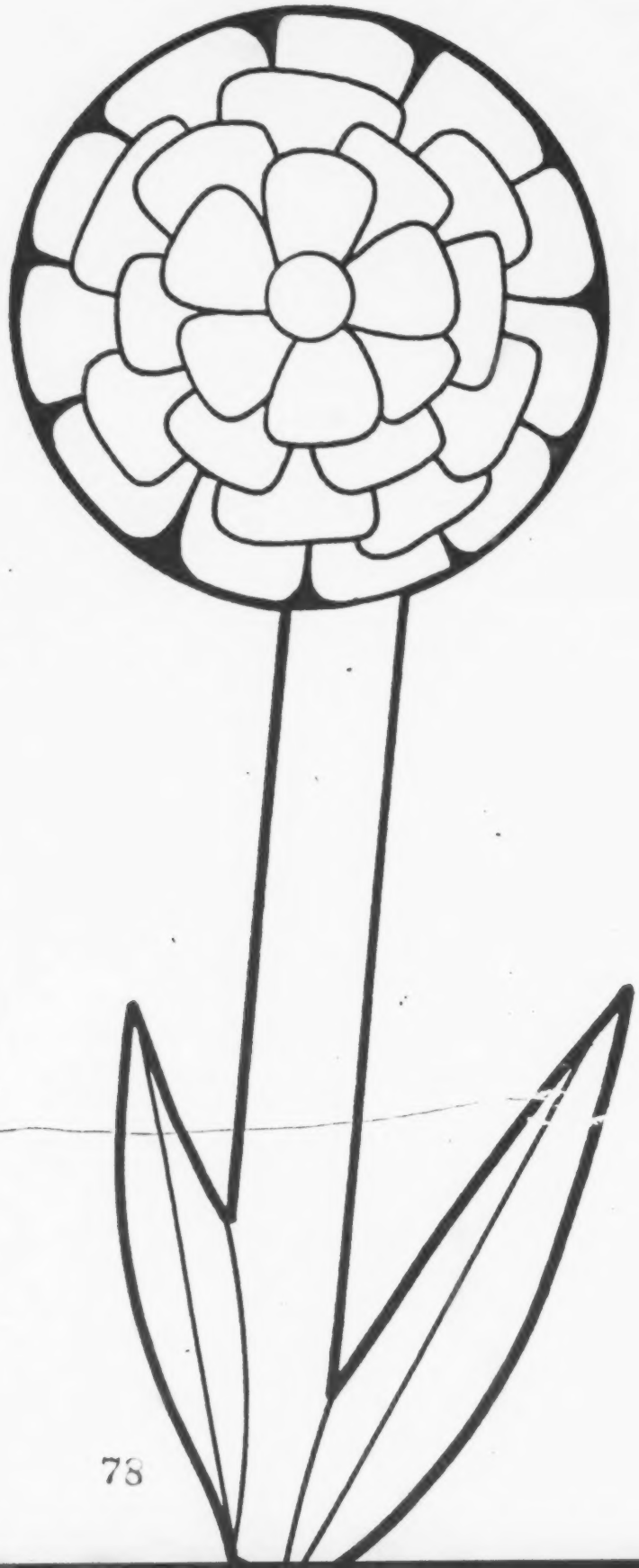
BEST COPY AVAILABLE



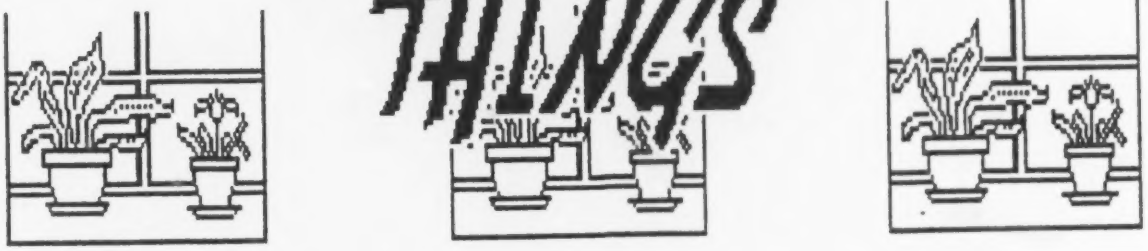


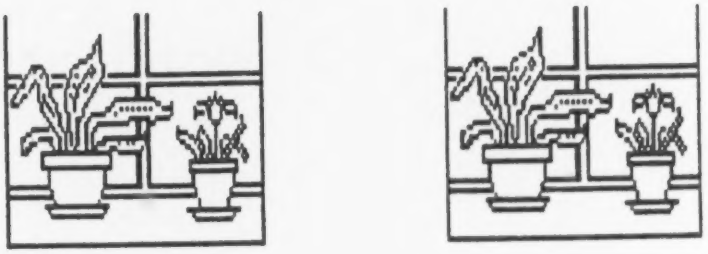


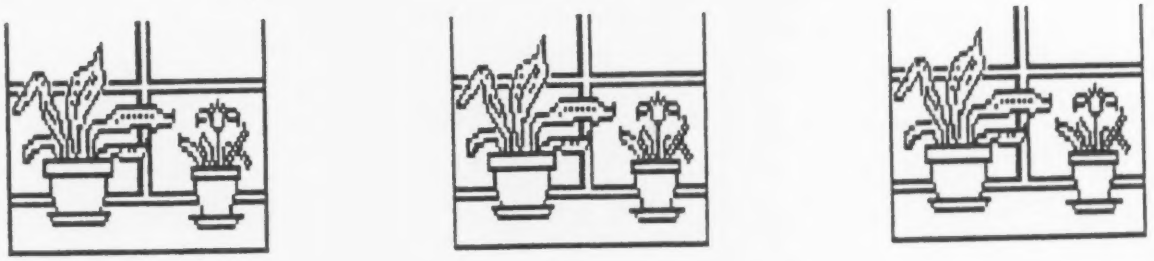




THINGS







WEEK FIVE: GROWING THINGS

TIME SCHEDULE:

9:00-9:30 Free Play Time
-Indoor or Outdoor (weather permitting)

9:30-9:45 Storytime
-If possible, a book about plants or things that grow.

9:45-10:05 Art Time
-Decorate the Senseless Sam & Senseless Sue cans.

10:05-10:20 Nutritious Snack
-Wash hands before eating

10:20-10:35 Group Time
-Pantomime "The Farmer's Story"
-Flower Play (from week three)
-Show the children the seeds they will be planting in activity time, and let them touch them and talk about them.

10:35-10:55 Activity Time
-Activities:
- Plant Puzzles
- Plant grassseed in Senseless Sam and Senseless Sue cans.
- Sprouting Seeds

10:55-11:00 Clean-Up Time
-Song: It is time. Sing while cleaning.

Senseful Sam & Sue

ART

Materials Needed: empty cans, construction paper, pebbles, soil, grassseed, water, scissors, a glue

Barbara A. Gallick, Normal, Illinois. Senseful Sam and Sue can add an air of anticipation to a unit on the five senses. Cover two containers with construction paper, place pebbles in the bottom, and fill with potting soil. Sprinkle grass seed on the soil and lightly water. Cut out eyes, ears, hands, noses, and mouths for later use. Discuss with the children how Sense*less* Sam and Sue don't know about the world because they have no senses. Add to each the appropriate body part as you introduce each sense. The growing grass will give Sam and Sue hair.

Notes - During art time, decorate the cans. The grass seed should be planted later during Activity time.
- One container per child will probably be enough.

How does your garden grow?

SEQUENCE GARDENING

Read the following paragraphs about the farmer's garden. (children may wish to pantomine the story as you read it.) Provide the children with three pictures of the story, in the correct sequence. Follow the illustration next to this activity.

The Farmer's Story

Farmer Brown plants seeds in his garden. He plants carrots, lettuce and beans. When the vegetables are ripe, he pulls them out of the ground and off the vines. He loads them into his truck and takes them to the grocery store where he sells them.

Our mother buys these good foods at the store and brings them home. She washes them, cooks them and serves them to us. "Yum, yum," we say, "these are good!"

SPROUTING SEEDS

Use many different receptacles to make your sprouting experiments interesting; tin cans, milk cartons, wax cups, eggshells in egg cartons, orange or grapefruit shells cut in half, muffin tins, jars, glasses. A pyrex bowl inverted may be used as a cover at first.

Here are some interesting methods for sprouting:

Jar Method: Line a round jar or glass with blotting paper. Slip seeds between glass and paper. Add 1/2 inch water.

Sponge Method: Place sponge in any flat shallow pan. Arrange seeds. Cover with second sponge until sprouting is quite developed. Large seeds, like lima beans, pumpkins, or nasturtiums, are easily observed. However, try birdseed or mixed wild-flower seed for interesting results.

GROUP TIME

ACTIVITY

Plant puzzle

BEHAVIORS: Cooperating, sharing

ACTIVITY: Science—discovering plants

MATERIALS: large laminated puzzle of plant with parts labeled: root, stem, leaves, flower

tape glue scissors

crayons small plastic kitchen bags

DIRECTIONS:

1. Draw, color, and label a large picture of a plant (see flower garden patterns) on poster board. Cover with clear contact paper and cut into five or six pieces.

2. Tape the puzzle to chalkboard so the children can see the whole picture. Name four different parts: root, stem, leaves, and flower.

3. Give each student a piece of the puzzle.

4. One at a time the children put their pieces on the board, naming that part. You may have to put the puzzle together more than once so everyone gets a turn.

5. When the large puzzle is completed, review the four parts of the plant. Leave the whole puzzle on the board for a model.

6. Children move to the table to color their own plant pictures.

7. Kids are given the four labels to place on the appropriate parts of their puzzles.

8. Cut each picture into five or six pieces of a puzzle, and put the pieces in plastic bags.

9. Youngsters exchange bags and build the new puzzles.

—Deborah Cameron

It is time

BEHAVIOR: Cooperation

ACTIVITY: Learning how to clean up

MATERIALS: none

DIRECTIONS: Sing the song with the children. Discuss what should happen at the end of the day. Show and tell the kids the correct way of putting things away.

Explain that at the end of the day their parents or friends will pick them up. Also remind them that they will be able to come back another day to play.

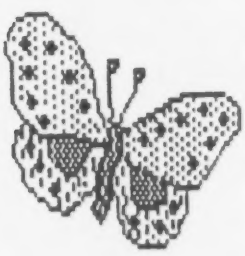
Here are the words to the song sung to the tune of "If You're Happy."

1. It is time for us to put our toys away (Away). It is time for us to put our toys away (Away). It is time for us to say, That we'll play another day, It is time for us to put our toys away (Away).

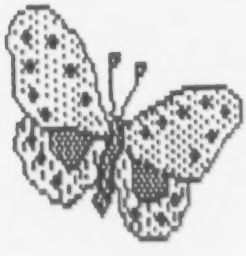
2. It is time for us to say good-bye (Good-bye). It is time for us to say good-bye (Good-bye). It is time for us to say, That we'll play another day, It is time for us to say good-bye (Good-bye).

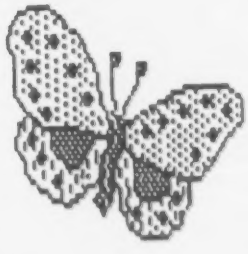
Words by Debra Barger

WEEK SIX:



SUMMER INSECTS





WEEK SIX: SUMMER INSECTS

TIME SCHEDULE:

9:00-9:30 Free Play Time
-Indoor or Outdoor (weather permitting)

9:30-9:45 Storytime
-Book of your choice

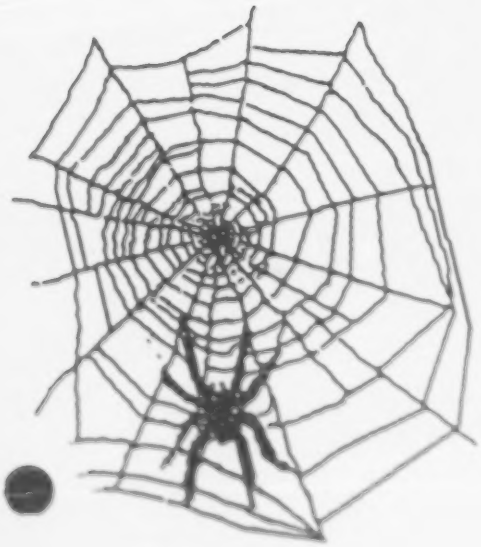
9:45-10:05 Art Time
-Make a pair of binoculars

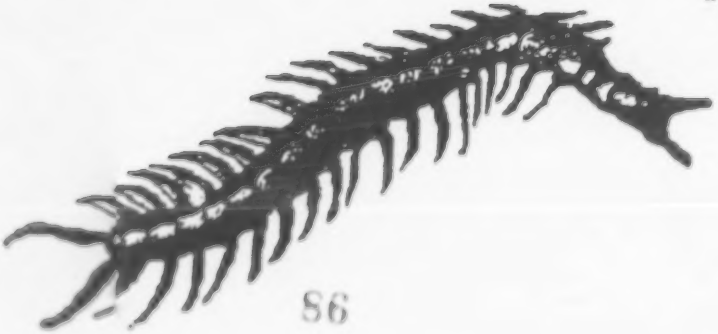
10:05-10:20 Nutritious Snack
-Ladybug Treat
-Wash hands before eating.

10:20-10:35 Group Time
-Insect discussion
-Pretend you are a butterfly
-Play: Bee Sting
-Songs: I'm a Little Ladybug &
See the Ladybug

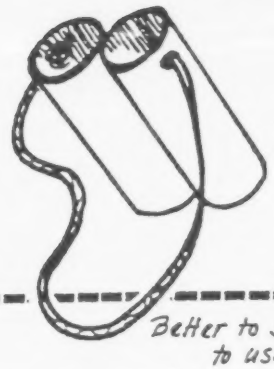
10:35-10:55 Activity Time
-Activity: -Construct an Insect Book
-Go for an insect hunt using the binoculars.

10:55-11:00 Clean-Up Time
-Song: It is time. Sing while cleaning.





SUMMER INSECTS



Better to see with. Yes! Let your child make a pair of binoculars to use during the warm months.

You'll Need:

Toilet paper rolls
Glue
Heavy Yarn
Paper punch
Markers

To Make:

Decorate 2 toilet paper rolls with markers. Glue them together side-by-side. Punch a hole on each side of one end. String a piece of yarn through the holes and long enough to tie and hang around your neck.

To Use:

Each time you go for a walk, take your binoculars along. When you want to see something a little better, look through them.

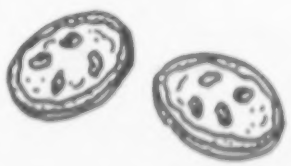
Lay down on the grass on a warm, sunny day. Using your binoculars look at the sky. What are the clouds doing? Do you see any shapes or figures in the clouds? What else do you see in the sky? Look carefully, do you see anything else? What?

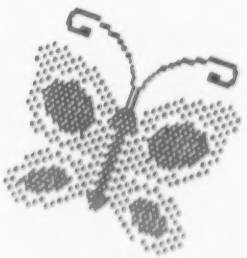
Using your binoculars carefully examine a tree, a clump of dirt, a large stone, a portion of a sidewalk and other outdoor items. Describe everything you see about the item to a friend. Loan your friend your binoculars. Ask him if he sees more things on the item. He should tell you what he sees.

SNACK

Ladybug Treat

Mix cream cheese with small bits of carrot in a blender or food processor. Spread the cheese on oval crackers. Add several raisins to each cracker for ladybug spots.



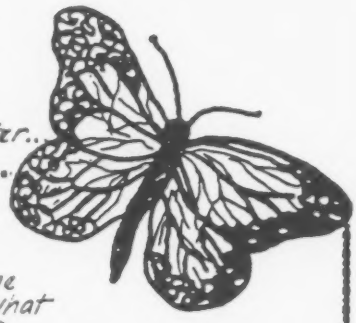


Group Time

Discuss summer insects with the children.

Along with the warm weather comes summer's many insects. Some of them are beautiful like the butterflies; others are fun, such as the ladybugs; still others are pesty such as the ant or fly, and others sting as many of us know.

As long as the insects are with us, get to know them a little better..



BUTTERFLIES:

Look for butterflies each time you are outside. If one lands near you, look at the colors in his wings. What are they? Do all butterflies have the same colors?

Pretend you are a butterfly. Hold a colorful scarf in each hand and fly around, flapping your wings slowly and gracefully. Stop. Look at the colors in your wings. Fly off again.

FLIES:

Flies are everywhere in the summer. Some flies are quite large and others are very tiny. As you see a fly, decide if it is a small or a large one.

ANTS:

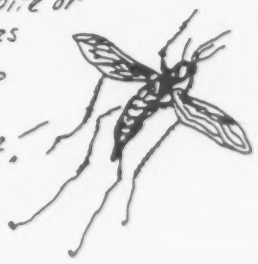
Ants are found in many places, especially at picnics. It seems that when we sit down ready to eat, along come several ants to join us. Talk about ways to get rid of these pesty ants.

Next time you go out to the playground or park, carry a small magnifying glass with you. Look for ants crawling around. When you find them, use your magnifying glass to look at one carefully. How does he move? Is he carrying anything? Can you see his eyes? Does his body look like it is in parts or is it one whole? If parts, how many are there? What color is the ant you are looking at? Does your ant have friends? How many?

Group Time cont.

MOSQUITOES AND BEES:

When most of us think of mosquitoes or bees, we think of flying insects which buzz in our ears and then bite or sting us. Talk about how these mosquito bites and bee stings feel. What have the children done when bitten or stung? Which feels worse?



Play "Bee Sting". Have a group of children sit in a circle. Pick one child to be the "bee." He "buzzes" around the circle and "stings" one of the children by touching her on the arm. The second child gets up and chases the "bee" back to her seat. Then the second child becomes the "bee" and the game continues.

I'm a Little Ladybug

Sung to: "I'm a Little Teapot"

I'm a little ladybug on the go,
Landing on an arm, now an elbow.
See me fly around and land on your hand,
Sorry I can't stay, I must fly away.

I'm a little ladybug searching for some toes,
Then watch me quickly land on your nose.
Now I look around and head for your hair,
I muss it up, then pat it down with care.

I'm a little ladybug looking for a knee,
I'm just so happy you're not bugged by me.
Now you see me heading for your chest,
This little ladybug needs some rest.

Have the children use their fingers as "ladybugs" to act out the motions suggested in the song.

Susan M. Paprocki
Northbrook, IL

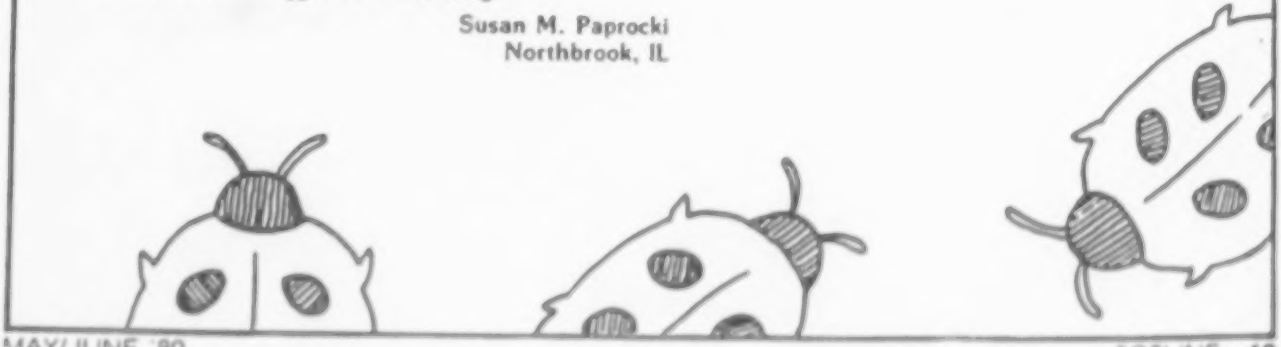
See the Ladybug

Sung to: "Frere Jacques"

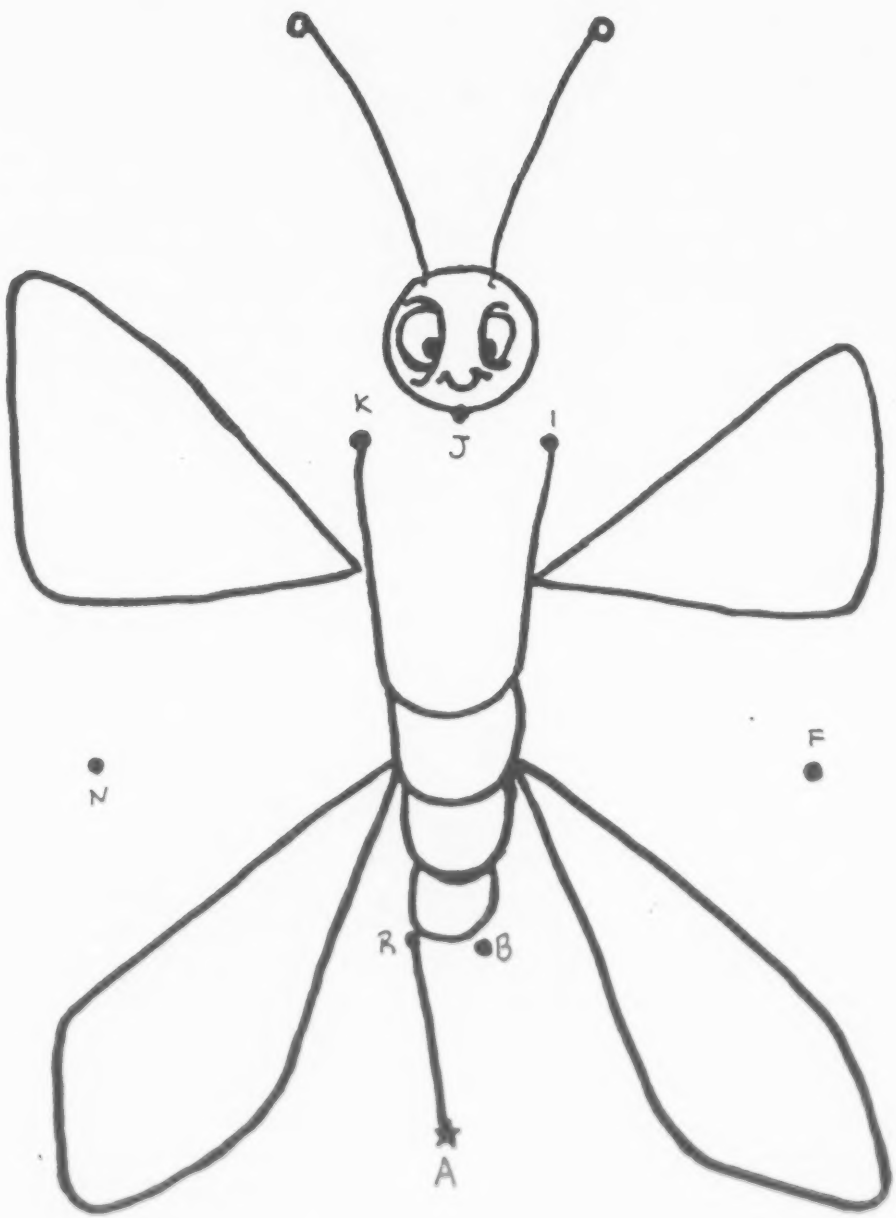
See the ladybug, see the ladybug,
Watch it crawl, watch it crawl.
See it crawling higher,
See it crawling higher.
Watch it crawl, up the wall.

See the ladybug, see the ladybug,
Watch it crawl, watch it crawl.
See it crawling lower,
See it crawling lower.
Way down low, to my toe.

Jean Warren



Name: _____



From THE HANDBOOK OF LEARNING ACTIVITIES FOR YOUNG CHILDREN. Copyright 1980 by Hamilton Limited, Jane A. Caballero.

ACTIVITY

It is time

BEHAVIOR: Cooperation

ACTIVITY: Learning how to clean up

MATERIALS: none

DIRECTIONS: Sing the song with the children. Discuss what should happen at the end of the day. Show and tell the kids the correct way of putting things away.

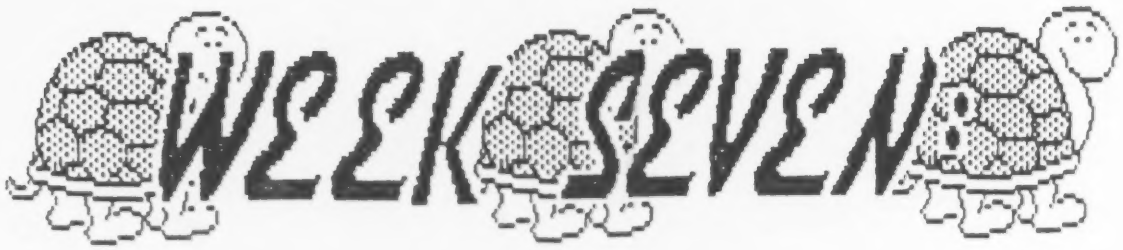
Explain that at the end of the day their parents or friends will pick them up. Also remind them that they will be able to come back another day to play.

Here are the words to the song sung to the tune of "If You're Happy."

1. It is time for us to put our toys away (Away). It is time for us to put our toys away (Away). It is time for us to say, That we'll play another day. It is time for us to put our toys away (Away).

2. It is time for us to say good-bye (Good-bye). It is time for us to say good-bye (Good-bye). It is time for us to say, That we'll play another day. It is time for us to say good-bye (Good-bye).

Words by Debra Barger


WEEK SEVEN

ANIMALS

WEEK SEVEN: ANIMALS

TIME SCHEDULE:

9:00-9:30	Free Play Time -Indoor or Outdoor (weather permitting)
9:30-9:45	Storytime -If possible, read stories about animals.
9:45-10:05	Activity Time -Activity #3 Animal Game (may also use snail sheet)
10:05-10:20	Nutritious Snack -Wash hands before eating --Suggestions: Monkey sandwiches or animal crackers
10:20-10:35	Group Time -Share animals brought today by describing them to the group. -Action Poems: -There Was a Little Turtle -What the Animals Do (children make up actions)
10:35-10:55	Art Time -Make a bird feeder
10:55-11:00	Clean-Up Time -Song: It is time. Sing while cleaning.

Notes:
1. Real pictures or magazine pictures may be substituted for the Animal Game.
2. Materials needed for birdfeeders are: one-half gallon milk carton, one stick, birdseed, scissors, and yarn or wire for hanging the feeder.

ANIMAL GAME

OBJECTIVES:

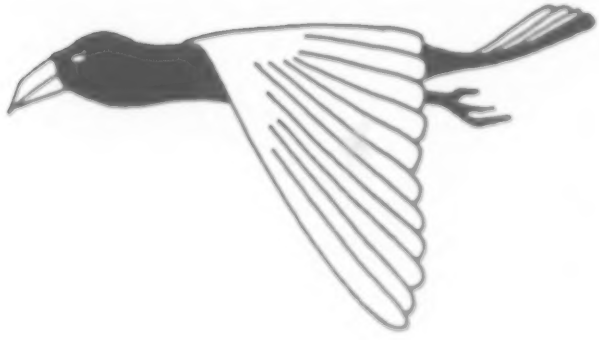
1. To practice recognizing likenesses and differences in animals.
2. To practice recognizing distinguishing features about animals: how they walk, sounds they make, etc.

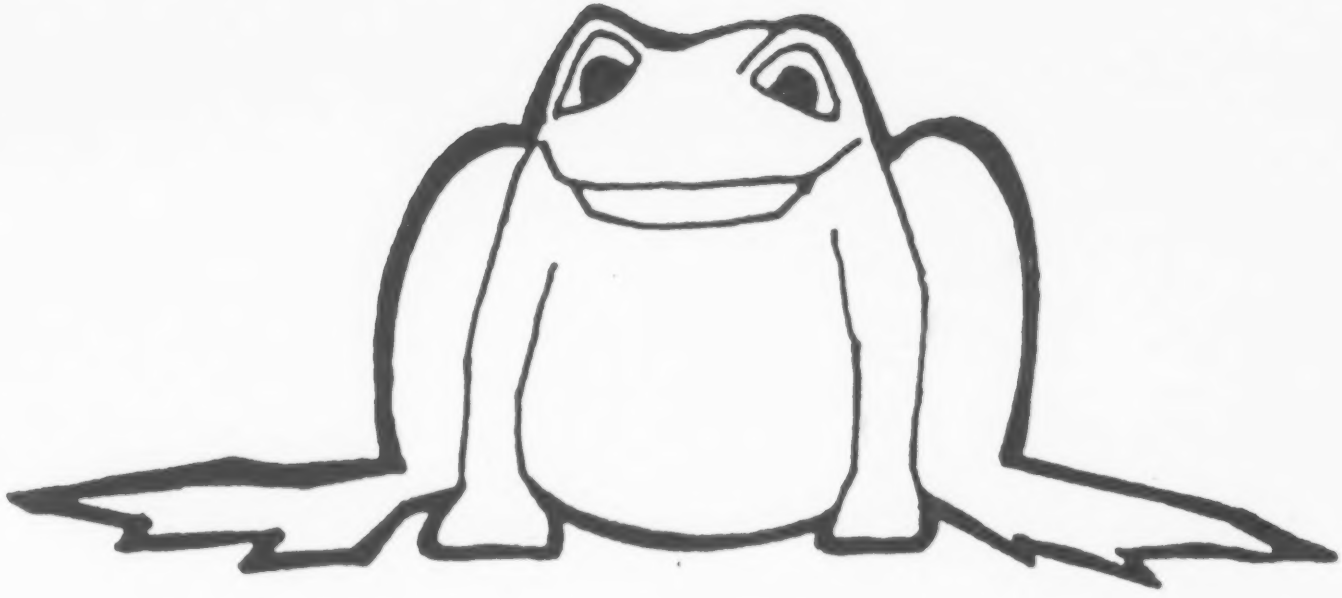
MATERIALS:

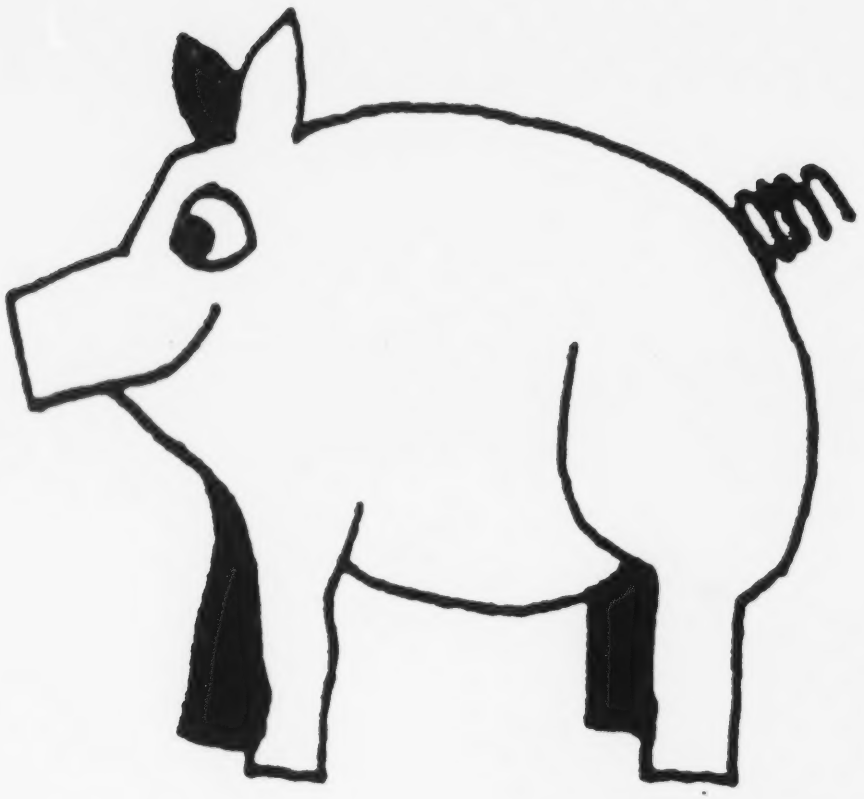
1. Pictures showing various animals which have distinguishing characteristics.

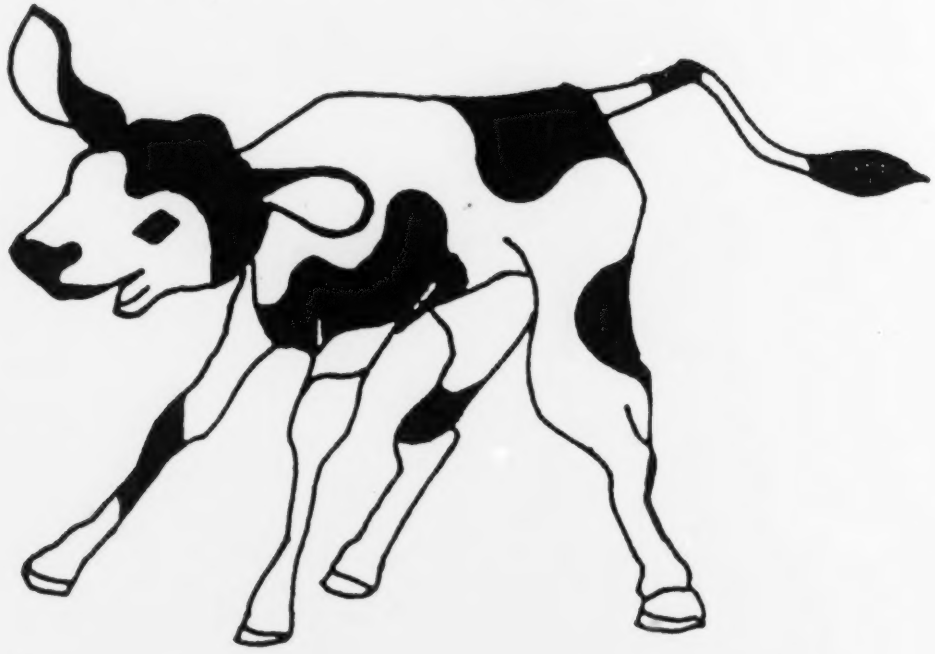
HOW TO PLAY:

1. Put pictures of three animals on the table.
2. Walk or make a noise like one of the animals, and describe it.
3. Have the child name which of the three animals you are pretending to be.
4. Now have the child put out three pictures and you name which one he is pretending to be.
5. Play a guessing game emphasizing the characteristics of each animal. "I'm thinking of an animal that has feathers, flies, and lives in a nest."









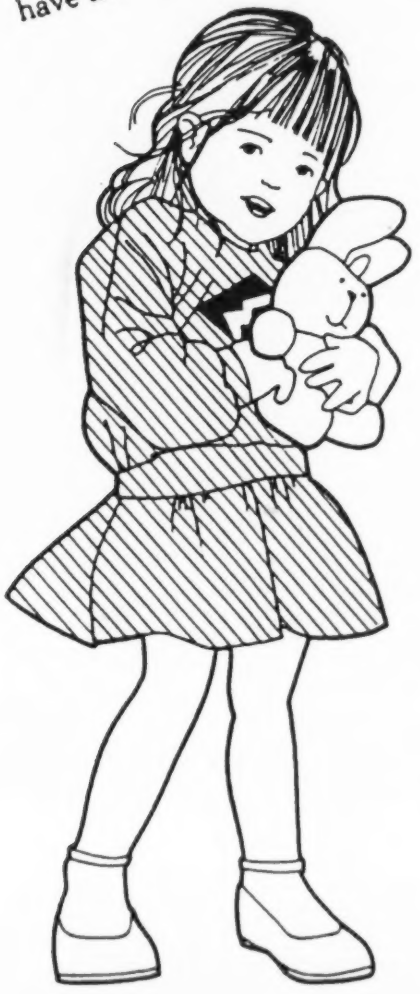
MAKE A BIRDFEEDER

If you live in an area where you can set up a birdfeeder, make one with your child. For a simple feeder, start with a half-gallon milk carton. Cut out a big hole on one side and insert a stick through the carton as a perch. Fill with purchased birdseed or with a mixture of meat drippings, peanut butter, birdseed, and stale baked goods. Hang in a tree where it can be observed from your house.

Spend time bird-watching with your child. Get a book about birds and look up different birds you see. Count the number of birds that visit the feeder. Discuss with your child in which season you seem to have the most birds.

THERE WAS A LITTLE TURTLE

There was a little turtle,
(make small circle with hands)
He lived in a box,
(make a box with hands)
He swam in a puddle,
(wiggle hands)
He climbed on the rocks.
(climb fingers of one hand up over other)
He snapped at a mosquito;
(clap hands)
He snapped at a flea,
(clap hands)
He snapped at a minnow,
(clap hands)
He snapped at me.
(point to self)
He caught a mosquito,
(hold fingers up, snapping the fingers shut)
He caught the flea,
(repeat above)
He caught the minnow,
(repeat above)
But he didn't catch me.
(bend fingers only half way shut)



Sharing Animals

Have children bring a stuffed animal to the playgroup. During group time, have children describe their animal and share with the group.

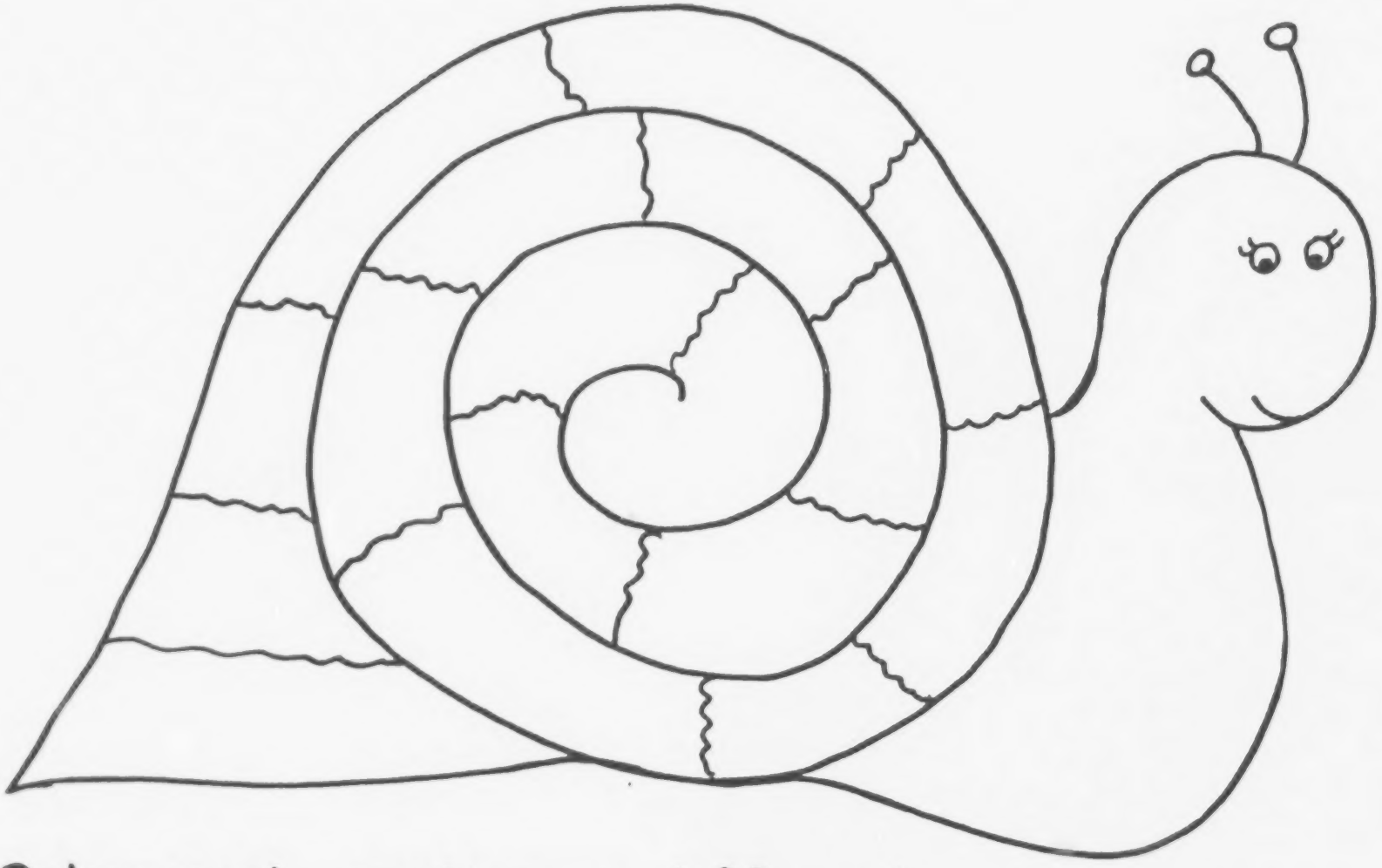
What the Animals Do

Think of animals and have children make up the actions that go with the animal.

MONKEY SANDWICHES

You'll Need:
Hot dog buns
Softened cream cheese
Bananas

To Make:
Spread the cream cheese on the hot dog buns. Peel the bananas. Cut them so they fit into the bun. Enjoy your monkey sandwiches with several carrot sticks.



Color each section a different color.

ACTIVITY

It is time

BEHAVIOR: Cooperation

ACTIVITY: Learning how to clean up

MATERIALS: none

DIRECTIONS: Sing the song with the children. Discuss what should happen at the end of the day. Show and tell the kids the correct way of putting things away.

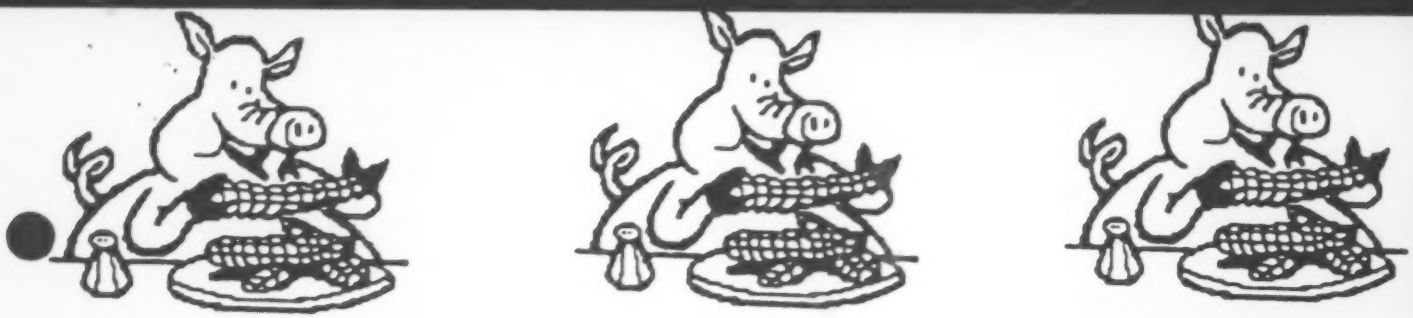
Explain that at the end of the day their parents or friends will pick them up. Also remind them that they will be able to come back another day to play.

Here are the words to the song sung to the tune of "If You're Happy."

1. It is time for us to put our toys away (Away). It is time for us to put our toys away (Away). It is time for us to say, That we'll play another day, It is time for us to put our toys away (Away).

2. It is time for us to say good-bye (Good-bye). It is time for us to say good-bye (Good-bye). It is time for us to say, That we'll play another day, It is time for us to say good-bye (Good-bye).

Words by Debra Barger



LAST WEEK: PICNIC AND SCAVENGER HUNT

Nature Arts & Crafts

Painted Rocks

Rocks may be painted in a variety of ways to make interesting paperweights or art objects.

1) Rock creatures: rocks can be painted to look like various animals.
2) Design rocks: rocks can be painted with stars, dots, and other designs.
3) Striped rocks: use masking tape to cover pretty areas of the rock that are to be left unpainted. Paint the uncovered part with one or more colors of paint. Remove tape when dry.

Leaf pictures

Interesting pictures can be made with leaves, twigs, fruit, seeds, and nuts used to form mosaic-like creations. Sketch picture on construction paper and fill in with dried natural materials. (leaves can be dried between sheets of newspaper under a heavy object for several days)

Leaf Mobile

Cut pieces of thread different lengths. Glue dried leaves to each thread and suspend from a coat hanger.

Driftwood or Root Mobile

Suspend a piece of driftwood or root with lots of twisty ends from a wire so that it is ballanced. Hang interesting natural objects from the ends using a small amount of glue.

Rubbings

Remove paper from crayon. Place a thin sheet of paper over object. Rub side of crayon over surface. Leaves, bark, wood can all be tried for rubbings.

Here are some ideas for interesting hikes:

1. Take hikes that concentrate on one sense at a time: seeing, hearing, touching, smelling, tasting.
2. Take a "handwashing" hike. Stop at various sites and "wash" hands in soil leaves, rotting wood, sand, water, etc. Notice and talk about smells, textures, appearance, etc.
3. Take a hike with a conceptual theme - things that are changing, interacting, dependent on each other, etc.
4. Take a rock-turning hike. The children turn over rocks to look for worms, salamanders, ant colonies, etc. Replace the rocks to save the insects' homes.
5. Take a number hike. Prior to the hike, the teacher places numbers throughout the area to be explored. The children follow them consecutively to discover the things you want them to discover.
6. Take a show-and-tell hike. Each child collects one item he thinks would be interesting to the others. After the hike the children take turns sharing their item with the other children.
7. Take a rock hike. Give each child an egg carton. During the hike, the children look for interesting rocks to put in their containers. After the hike, rocks can be identified, used for art activities, or shared with others.
8. Take a motor-skills hike. Set up an obstacle course along the path the children will follow: crossed sticks and logs to balance on, rock piles to jump over, branches to crawl under, etc. This might be a fun activity for one group to prepare for another group.
9. Take a cloud hike. Hike along an open area, make frequent stops for children to lay down and watch the clowds. Talk about things imagined seen in cloud shapes, types of clouds, winds, etc.

Scavenger hunts are excellent starting points in helping children become aware of the natural world. Group children in twos or threes and provide each group with a bag or other device to collect objects. Give instructions and allow children to hunt for 10-20 minutes.

Here are some ideas for intriguing scavenger hunts:

1. Have a sensory scavenger hunt. Each group is assigned a texture (i.e. rough, smooth, fuzzy, sharp points etc.) Show examples of each texture and have the children find a certain number of items with that texture or one of each of the textures. Use a texture wheel.
2. Have a color scavenger hunt. Assign each group a color and have them search for natural items of that color or have each group look for something of each of the colors. Use a color wheel.
3. Have a shape scavenger hunt with the children looking for natural items that are round, square, oblong, rectangular, trianagular, star-shaped, etc.
4. Have a scavenger hunt to look for animal homes, things that are changing-things that look like something else, one thing with three different colors.

SCAVENGER HUNTS are probably familiar to you from your own childhood. This one is adapted to finding natural objects. You should assign scavenger lists that require the child to think creatively or to look very closely. Given here is a scavenger list adapted from the one used at the Glen Helen Outdoor Education Center in Yellow Springs, Ohio

Scavenger Hunt

*17. Everything in nature has a function. *21. Every thing in nature is important (even poison oak is important to the birds that eat its berries). *24. A sun trap is anything that captures the sun's heat (water, rocks, plants, animals).

Scavenger List

Collect only things that you can return safely and without damage

1. A feather
2. One seed dispersed by the wind
3. Exactly 100 of something
4. A maple leaf
5. A thorn
6. A bone
7. Three different kinds of seeds
8. One camouflaged animal or insect
9. Part of an egg
10. Something round
11. Something fuzzy
12. Something sharp
13. A piece of fur
14. Five pieces of man-made litter
15. Something perfectly straight
16. Something beautiful
*17. Something that is of no use in nature
18. A chewed leaf (not by you!)
19. Something that makes a noise
20. Something white
*21. Something that reminds you of yourself
22. Something important in nature
23. Something soft
*24. A sun trap
25. A big smile